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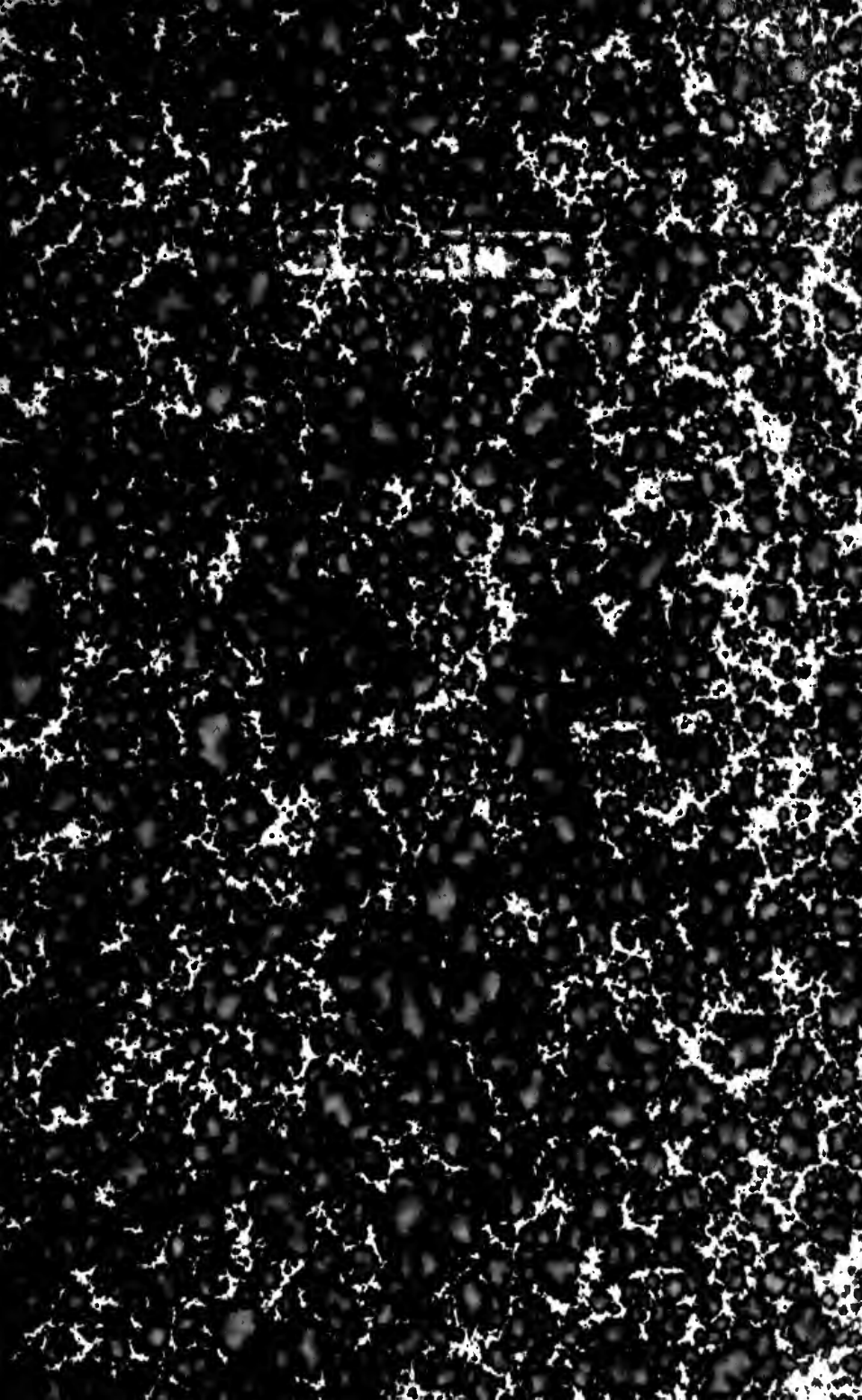
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THE  
CHICAGO SCHOOLMASTER

A JOURNAL OF  
**EDUCATIONAL LITERATURE AND NEWS.**

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CONDUCTED BY  
AARON GOVE, AND EDWIN C. HEWETT,

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VOL. V.--1872.

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SCHOOLMASTER COMPANY.

CHICAGO and NORMAL,

ILLINOIS.

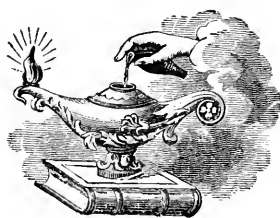
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# THE CHICAGO SCHOOLMASTER.

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## *TEACHERS' INSTITUTES.*

The thoughtful observer sees in the present educational aspects of our State many things to encourage him. Upon the condition of former years there has been vast improvement. Where in past times the announcement of an address upon education would have called out only "a beggarly array of empty benches," now the speaker is inspired by the greeting of crowded houses. Instead of the rude shells that once performed the duty of school-houses, we have many elegant structures, and a still larger number of neat and comfortable ones. In many of our more important country towns, the public school-house is the finest and most costly in the place. And its internal conveniences and furnishings are often of the most approved and expensive style. In these particulars there has been a mighty change; and it is difficult to regard it, all things considered, otherwise than as an improvement.

In the character of teachers' institutes also, it is reasonable to expect and to bring about a change. The object of these meetings is not altogether the same to-day, in our State, that it was fifteen years ago. One purpose then, as now, was, doubtless, to awaken the enthusiasm of both the teachers and the community. At that time the public sentiment upon this subject was very feeble. Indeed, to many, the idea of an efficient system of free schools was not a little distasteful. To say that a majority of the citizens of the State looked coldly upon the enterprise is to put the case somewhat mildly. The institute furnished an opportunity for preaching a sort of crusade against the ignorance that was threatening us; one of its functions was to interest the feelings and arouse the zeal of the people in behalf of universal education.

But in those early days, it was often necessary at the institute to give instruction in the simplest and most obvious lore of the profession, in the rules of arithmetic or the facts of geography. In this sense it was a substitute for a common school; and the amount of knowledge possessed by many of the

instructors of youth was so limited that no more efficient and useful purpose than this could be subserved by the meeting.

Now, it may fairly be said that if the state of affairs last mentioned has not already changed ; if the teachers now are as ill qualified as they were then in the mere knowledge of what they are to teach ; if the energy of the institute is now needed as much as it then was to furnish this mere knowledge ; then, surely, a change ought to be brought about. In these days, teachers' institutes should subserve a higher use than merely to patch up the literary ignorance of their members, or to furnish instruction that ought to be the staple of the common school.

It is quite possible that in some localities the very reverse of this progress has taken place. The early teachers, "inland men," types of a higher civilization than as yet had blessed the prairies, may have come from older States, with reasonable acquirements. The generation that succeeded them, growing up amid the wildness of a new country, may have but feebly reflected the excellence of this imported culture. And the teachers of to-day, recruited as they are from among these indigenous growths—from among the prairie-born and prairie-bred—may fail to reach the mental standards of their predecessors. All this is possible in certain places, but as a whole, there has been undoubted progress ; and the teachers of Illinois in 1871 are far better furnished for their work than those whose places they have taken.

What, then, ought to be expected of a teachers' institute in these days ? What ought to be attempted in it ? For what should it be held responsible ? Perhaps we may best accomplish the practical end of the present writing by setting forth some of the purposes that it ought *not* to be expected to accomplish.

And first, as already intimated, the teachers' institute is not a common school. Its function is not to give instruction to persons unlearned in English Grammar and Arithmetic. It could not meet the wants of such persons if it tried, and it never ought to try. With the present facilities for schooling in our State, no person destitute of a reasonable knowledge of these branches ought ever to appear among the teachers, fledged or unfledged. But this point does not need arguing, and we pass to the next.

Secondly, the institute is not a high school or a college. It is no better adapted to give instruction in the "ologies" and the "onomies" than in the A B C's. Imparting positive knowledge, whether of a grade high or low, is no part of its business. The man whose attainments in any science or any language have been acquired at a teachers' institute, takes his broth very thin. Comparison of views there may be. Men who have long labored over certain subjects, and encountered certain difficulties, may, by hearing what others have

to say upon these points, be much helped. And teachers who are employed in the teaching of so called "higher" studies, may find it useful to discuss together the obscure points or the difficult steps in their work. But to spend much of the time of a teachers' institute in learned lectures is to waste it. Let it be understood however, that we do not include under this head the efforts of such men as Agassiz to bring the elements of science within the reach of all our children. The purpose of such efforts is not to impart scientific information to the teachers so much as to awaken within them a taste and an enthusiasm for scientific culture.

Again, these meetings of the teachers of a county are not to be used as mere occasions for speech-making, either by the more ambitious of the members, or by persons from abroad. The evenings may wisely be devoted to lectures, with a view of enlightening the community at large, and stirring up the people to right thinking and right doing in the matter of schools. But the day-sessions should, as far as possible, be given to work and not to talking.

Nor ought the institute to be used as the arena for the riding of hobbies, nor for wordy combats over some shibboleth, concerning which it is not important that all should agree. Whenever a desire for victory in a dispute becomes the animating principle in the work of an institute, its usefulness is commonly at an end.

Perhaps one of the chief evils under which institutes now suffer, is the desire to discuss too many subjects, and employ too many persons, at each session. It seems to be considered that something must be said on each of the studies taught in the schools, and upon every branch of the art of pedagogics. Nothing could be more unwise. There is a limit to the amount of thinking that a mind can do; and I regret to add that in most institutes this limit is seldom reached by the members—there is less faithful use of mental power than there should be. But the ablest mind in the world, wrought to its utmost tension, cannot in one week thoroughly digest the knowledge of such a multiplicity of subjects as we have just indicated. For the average school-master, inspired by only average zeal, such an array of topics is simply preposterous.

And the same is true in respect to a multitude of instructors. No amount of ability can counterbalance the confusing effect of a great number of exercises by as many different persons. The wisdom of Socrates, enforced by the eloquence of Demosthenes, could not impart to a body of teachers the ability to digest into wholesome mental power, seven lectures a day continued through six days, and on as many different topics.

What then shall be done at teachers' institutes to avoid the waste of time, of money, and of opportunity? I propose a few plain directions for

the use of those who have the determining of the order of exercises and the persons who are to conduct them.

First, secure, if possible, the services of one first-class institute instructor. Let him adjust a series of consecutive exercises, covering a reasonable number of topics, and intended to be mastered by the members, and, in the main, permanently held.

In these exercises let the emphasis be mainly laid upon the principles of education, and upon the methods to be adopted in governing, and in such teaching as most of the members are required to do. While every exercise should have a practical aim, and should bear upon the actual duties of the school-room, pains must be taken to make the whole instruction conform to the acknowledged laws of mental growth.

Let certain of the exercises be conducted by members of the institute. If any teacher in the county is known to have been more than usually successful in some particular kind of work, let him be asked to explain his methods and to set forth the expedients by which he has secured his success.

Essays, thoughtfully prepared, and bearing upon some part of the work of teaching, may be occasionally read. Good sense ought to be their chief characteristic. Mere sentimentality should not be tolerated. It is of no use.

Regular times may be set apart for the discussion of matters of practical importance. The members appointed to this work should enter upon it with faithful earnestness and an honest preparation. A man who is only desirous of airing his spread-eagle vocabulary will do well to reserve himself for some other occasion. This exercise should not occur more than an hour each day.

The evenings may be chiefly devoted to public lectures. Let them be as interesting, as earnest, and as stirring as may be. A power should go forth from the institute to move the people, and these lectures are the principal medium for it. Efficient help may often be secured by calling upon resident clergymen, lawyers, or other friends of education, for the performance of this duty. But at all events let the lectures be of the right sort, by whomsoever delivered.

It is often necessary to ask the county authorities for the money needed in carrying on our institutes. If it shall be found that the time given to them is spent in mere noise and vamping, or in selfish scheming, these supplies will be withdrawn, and they ought to be. Let us therefore make these meetings worthy of the public confidence, so that their usefulness and power may increase from year to year.

*A TEACHER'S FIRST TEACHER.*

BY J. MAHONY.

If learning is treasure so priceless, how grateful,  
 How heartily grateful to him should we be,  
 Possessing a trifle or having a pateful,  
 Who gave us its mystical alphabet key !  
 At the Cross of Clareen, does the school-house still nestle,  
 O'er its eaves do the ivy and jessamine twine,  
 Where first my young wits were commanded to wrestle  
 With letters, by masterly Connor O'Brien.

Dear Connor was versed in the deepest philosophy  
 In the par of exchange, tret and tare, loss and gain ;  
 Like a fox without cover, he'd flee from the Cross, if he  
 E'er met a point that he failed to explain,  
 In Voster abstruse, Conic Sections, and Fluxions,  
 In the scope of the angle, the stretch of the line.  
 "I marshal the mind to surprising deductions,  
 At a half crown a quarter," said Connor O'Brien.

When a word, awkward, polysyllabic, and burly,  
 With prefix and suffix and tough, knotty root,  
 Would stand in the way like a highwayman surly,  
 Upsetting the class from the head to the foot,—  
 With a look of grand wisdom our captain would view it,  
 Nor bother his brain to pronounce or define ;  
 If the word were a tiger, that look would subdue it—  
 "T'is Latin, we'll pass it," quoth Connor O'Brien.

In summer, the hedge made a line for our classes ;  
 But the cottage would shield us from winter's keen ire ;  
 Then turf-sods made seats for the lads and the lasses,  
 Till our cushions were claimed to give food to the fire.  
 And well wot the boys what to bring from their gardens  
 To Connor, whose wink was a token and sign  
 That conduct of merit had won "three first pardons,"  
 For crimes 'gainst the statutes of Connor O'Brien.

His only assistant, his wife, gentle Alice,  
 Would softly glide in from the little back room,  
 To dash from our lips bitter woe's brimming chalice,  
 By averting a flogging's well-merited doom.  
 Though loud was his bawling, the wise little varlet  
 Knew well in her arms was immunity's shrine ;  
 At her word, he was saved—though his crime was as scarlet—  
 From the counterfeit wrath of good Connor O'Brien.

In the school of the world, many "errors" are counted  
 And laid to our charge for the mischief we've done,  
 For duties neglected, and tasks ne'er surmounted ;  
 And the score grows apace with the rounds of the sun.  
 To the school-master, Justice, account we must render,  
 And thank him for punishment swift and condign ;  
 And there never appears an unselfish defender,  
 Like Alice, the wife of poor Connor O'Brien !

'Tis a marvel, the mob of American scribblers  
 That rapidly shun language pure and correct,—  
 Slang venders, word butchers, clowns, punsters, and quibblers,  
 "And cobblers of brogue for artistic effect."  
 Yē blackguards in poetry, vagrants in knowledge,  
 And Vandals of taste ! were your tutelage mine,  
 I'd ship you away to Clareen's noble college,  
 To take a few lessons of Connor O'Brien.

A score of short years, like the rubs of Aladdin,  
 Brings marvels of taste to my wondering view.  
 Our schools, now, are palaces ; yet, friends, we had in  
 The old, a rude force that we miss in the new.  
 A little more growth and a little less training,  
 Would give us the oak tree instead of the vine ;  
 In gracefulness losing, in sturdiness gaining,  
 Like urchins that studied with Connor O'Brien.

In high-pressure school-rooms, with every appliance  
 And cunning device to rule nature's desires ;  
 Where mechanical drill hurts the mind's self-reliance,  
 And dampens and dulls its original fires,—  
 Where brain is a fruit that is pressing and drying ;  
 Where mills theoretic grind crushingly fine ;  
 Midst frightful good order, I catch myself sighing  
 For the turbulent kingdom of Connor O'Brien.

The poet wins nothing but cold admiration ;  
 'Tis hollow and faithless, the cheer of the mob ;  
 But the altar receiving a heart's free libation,  
 Nor the fates nor the furies may venture to rob."  
 The warm glow of thanks for my work shall not perish,  
 Though my name nor with poets nor heroes may shine,  
 If one gentle school-boy my mem'ry shall cherish  
 As I love the mem'ry of Connor O'Brien.

Not less than divine was the spirit that builded  
 The Free-School, the pride of the Puritan's name!



And long be its walls and its corridors gilded  
 With radiance that issues from learning's bright flame  
 In this are its beauty and good beyond telling:  
 Its loom doth unnumbered young heartstrings combine  
 In a warm web of love strong as mine for the dwelling  
 Where I read A B C with poor Connor O'Brien!

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## ANIMAL LESSONS FOR INTERMEDIATE OR GRAMMAR SCHOOLS.—II.

---

### THE HORSE.

Special points to be developed :

*Parts*.—Thick skin covered with soft, beautiful hair, entire hoofs, front teeth in both jaws, (called nippers; give reason and compare with those of Ruminants); wide space between canines and molars; simple stomach.

*Habits*.—Domestic; eats vegetable food; grinds its food thoroughly with its broad, flat, back teeth.

*Uses*.—Very useful to man. Reasons: Work, pleasure, leather, hair.

Dwell on adaptation of parts to habits and uses.

*Miscellaneous and Popular*.—Graceful, slender, fleet, symmetrical, beautiful; kind, courageous, faithful, noble. Shows remarkable attachment to man and to its mate; was originally wild; native of Asia and Africa.

Learn where fastest, largest and smallest horses are found and what they are called.

Learn names of male, female and young.

### THE HOG.

Special points to be developed :

*Parts*.—Thick skin covered with coarse, stiff hair, or bristles; strong muzzle slightly truncated; front teeth in both jaws; lower front teeth inclined forward; canine teeth project and curve; feet divided, (two long and two short toes shod with hoofs).

*Habits*.—Domestic; eats vegetable and animal food; roots in the ground; tears its food with the lower jaw.

*Uses*.—Very useful to man. Reasons: Flesh, lard, bristles, (brushes and waxed-ends).

Dwell on adaptation of parts to habits and uses.

*Miscellaneous and Popular*.—Dirty; wallows in the mud; the true scavenger of the vegetable-eating animals; was originally wild; in wild state

formidable and dangerous. Names of male, female and young. Name of flesh.

#### THE ELEPHANT. (Use pictures).

Special points to be developed :

*Parts*.—Thick skin thinly covered with stiff hair ; large head, short, strong neck ; trunk or proboscis ; no front teeth in lower jaw ; large tusks in upper jaw ; five toes on fore feet.

*Habits*.—Eats vegetable food ; procures its food and feeds itself by means of its trunk.

*Uses*.—Work, ivory, curiosity.

Dwell on adaptation of parts to habits and uses. The extreme delicacy, flexibility and strength of the trunk, together with its uses are especially urged as interesting and profitable in showing the adaptation of parts to habits and uses.

*Miscellaneous and Popular*.—The largest land animal ; most intelligent ; becomes greatly attached to its master ; kind and faithful ; lives in herds, (gregarious).

#### THE RHINOCEROS. (Use pictures).

Special points to be developed :

*Parts*.—Skin thick, naked, solid, and lying in folds about the neck and shoulders ; horn upon the surface of the muzzle ; upper lip protrudes ; no canine teeth ; legs short and stout ; feet divided into three toes, each shod with a hoof.

*Habits*.—Eats vegetable food ; uses the extended upper lip in procuring food.

*Uses*.—Curiosity ; (rarely) work.

Dwell on adaptation of parts to habits.

*Miscellaneous and Popular*.—Lazy ; slow ; wallows in the marshy borders of lakes and rivers ; next to the elephant, the largest of all land animals ; awkward ; found in the hotter regions of the eastern continent.

Study likenesses and differences, and develop the following :

Pachyderms.	{	Horse family.
		Hog “
		Elephant “
		Rhinoceros “

Identify animals studied, both orally and in writing, according to plans previously given.

Write composition upon the subject, Pachyderms.

Get likenesses and differences between Ruminants and Pachyderms, and, as a result of the first, develop the idea and term Herbivorous, and make the following outline :

Herbivorous Animals.	{	<i>Ruminants.</i>	Hollow Horn family.
			Solid " "
			Hornless "
	{	<i>Pachyderms.</i>	Horse family.
			Hog "
			Elephant "
			Rhinoceros "

**Models for identifying or describing:**

*Oral.*—The cow is a domestic animal that belongs to the hollow-horn family of Ruminants, a division of Herbivorous animals.

*Written.*

	Domestic.		
	Hollow horns.	}	Hollow horn family.
	Permanent horns.		
Cow.	Cloven hoofs.	}	Eats vegetable food.
	Chews cud.		
	Compound stomach.		
	Front teeth in upper jaw wanting.		
			Ruminant.
			} <i>Herbivorous.</i>
	Thick skin.	}	
	Does not chew cud.		
	Simple stomach.		
	Front teeth in both jaws.		
		Pachyderm.	
		Eats vegetable food	
Horse.			
	Single hoof.	}	Horse family.
	Domestic.		

A composition should now be written upon the subject, *Herbivorous Animals*. The plan already given will serve in this case. The work can be shortened by abridging the compositions upon *Ruminants* and *Pachyderms* and inserting them in their proper places.

It will readily be seen, that by this written work the pupils will practically be taught the *art* of composition. They will learn to introduce a subject, and understand what is meant by *division*. They will learn the laws of *unity*

and *completeness* applied to the subject matter. They will learn to conclude what they have to say. If they are properly guided and criticised they will improve in *style*.

The pupils will be able to "write a composition," because they will have something to say and will know how to say it.

This is all a part of the study of animals.

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### THE CENSUS OFFICE.

Once in each decade we all have a visitor. The inquisitive "census-taker" drops in upon us, and with his busy questioning soon places upon the record all that is worth knowing of ourselves and our affairs.

It is the object of this writing to show how these individual answers are gathered into comprehensive shape, and given to the world as evidence of a nation's resources and power. Most of us are familiar with the preliminary work of this great undertaking.

We know that these seekers after truth go every where. They walk the streets of crowded cities, visit lonely cabins standing on the outskirts of civilization, and even scour the far West for wild Indians to help swell the grand aggregate. They gather an immense mass of crude material which can only be made useful by great and careful labor. It is sifted and gleaned, separated by scientific tabulation, woven into statistics and reports, and at last made to stand as the exponent of our prosperity. All this, of course, can not be accomplished without thorough and effective organization; hence, we now have, under control of the Interior Department, a Bureau known as the Census Office. Since June, eighteen hundred and seventy, a large number of active, intelligent clerks have there been engaged upon this work.

The present office was organized, and is still managed by Gen. Francis A. Walker, who, as chief of the Bureau of Statistics, had been admirably trained for the situation. Returns began to arrive about the middle of June, eighteen hundred and seventy, and on the seventeenth of that month the first Population division was organized, and work fairly commenced. From that time the number of employes rapidly increased to between five and six hundred. There are now eight divisions, each having a chief and assistant. These are sub-divided into sections, and the work is so nicely classified and apportioned that each man becomes familiar with his duties, and is made responsible for their faithful performance. The notable men of the office are Hon. F. A. Walker, Superintendent; Col. G. D. Harrington, Chief Clerk, with the following heads of divisions: C. S. Mixer, first, C. W. Seaton, second, Henry

Stone, third, and J. M. Grassie, fourth, Population ; A. W. Paine, Agriculture ; D. S. Keller, Manufactures ; S. A. Galpin, Correspondence ; and S. W. Stocking, Results. They were chosen on account of their peculiar fitness for the positions, and the work thus far completed has demonstrated that the selections were most fortunate.

It is probable that matters pertaining to population statistics will be of more general interest ; so we will spend a few moments with our genial friend Mr. Mixer, and give what we have been able to gather from his kindly-furnished information. There will be eight principal tables. The first gives total population at each census, by States and Territories, with columns for aggregate, white, slave, free colored, Chinese and Indians. The second contains similar information, each State and Territory being tabulated by counties. The third is probably more interesting than any other. It is a comparative table of civil sub-divisions, less than counties, giving total, native, foreign, white and colored, for eighteen fifty, sixty and seventy. Very much of this information has never been published, and was gathered from old original schedules on file in the office. By the careful examination required, many errors in previous reports were discovered and corrected. The fourth and fifth classify our population as native and foreign, at the three last censuses. The sixth gives nativity, by States and Territories ; the seventh by counties, while the eighth embraces only fifty principal cities. When it becomes possible to compare these tables with those previously published, it will be seen that the returns for eighteen hundred and seventy yield a much larger variety of facts than those of any previous year. This is, in a great degree, to be attributed to the careful instructions given marshals, and the extensive correspondence carried on with enumerators, until needed explanations were received. In addition, these four divisions search the schedules for *data* relating to age and sex, school attendance, illiteracy, months of births, occupations, etc., and when all have been completed, each must, in some way, prove the other.

From Mr. Paine we learn that his work, as chief of the division of Agriculture, relates exclusively to our farming interests. He gives areas, valuations and productions of all sorts, which will be tabulated and published by counties.

In the division of Manufactures we not only have establishments of productive industry, but mortality reports and social statistics. Under the latter head may be found information in regard to public and private schools, colleges, churches, libraries, newspapers and periodicals, mines, fisheries, crime, pauperism, State, county and town indebtedness, taxation, and valuation for tax purposes.

The duties performed by the division of Correspondence are sufficiently indicated by its name. Quite an extensive force is kept busily engaged, and

letters from this branch find their way into every part of the country. The record of each clerk is also confided to Mr. Galpin's keeping, and he is able at a moment's notice, to give the official history of any or all.

We now come to Colonel Stocking, who, with his division of Results, must put the seal of approval upon the entire work before it is allowed to go out with official sanction. Here may be found the results of all previous examinations, ready to be arranged in such form as may be considered most convenient and comprehensive. Let us suppose that the material for table three has been furnished. The Population division gives figures only, while it remains for this branch to place cities, wards, parishes, townships, districts, villages, etc., in their appropriate columns, and so combine them that their totals shall be in harmony with the grand aggregate. The next step takes it to the printer, who, as soon as possible, sends proof-sheets to this division. They are then thoroughly examined by professional readers; trusty clerks add each column; and by this double test even the possibility of a mistake is avoided. Needed corrections having been made, the plates are cast, and publication commenced. Safeguards are thus placed at all available points; and errors carried through more than one stage, have been made manifest in the final combination. To this division is also assigned the duty of paying marshals and their assistants. When the accounts are first received, one half of what is covered by the certificate is paid, while the remainder is held *in terrorem* over the head of each until he has fully complied with what the office requires. An appropriate form goes the "grand rounds," which, upon its return, is found to contain an exact statement of what has been done by the enumerator, whose name is found at its head. Each class of work is figured at the legal rate; the matter of extra compensation considered and decided, first payment deducted, and his record being clear, a draft for the balance is at once forwarded. When it is considered that about six thousand of these accounts are to be passed upon, deficiencies called for, and returns pronounced sufficient, it is to be wondered at, that no longer time was needed to complete the work.

We ought not to pass from this subject without saying that each one of these assistant marshals is indebted for much of this promptness to the efforts of our friend Dr. Bonebrake, whose modesty is only equalled by his industry.

I have given but a dim outline of the general workings of the office, as an attempt at greater particularity would involve the writing of much more than many would care to read. Still, it may be seen from this hasty glance that the Census Report is not the work of a day. It is expected that, by hard work, tabulation can be completed July first, eighteen hundred and seventy-two, and complete results published by the following March. This will be much earlier than could be expected from our former experience with



similar undertakings, and if accomplished will be due to the interest and enthusiasm that has pervaded the office from the date of its organization.

I predict that the census of eighteen hundred and seventy will be fuller, completer, and more satisfactory in its design and execution, than any heretofore published.

F. L. C.

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### A NUISANCE.

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Forbearance has ceased to be a virtue ; there is a nuisance that ought to be abated. Well, what is it ? I mean the publishing of subscription books, so-called, and circulating them by agents who feel at liberty to attack any man who occupies a position at all prominent, and wheedle him out of his time, his good nature, and, too often, his money. I have a pile of this *literature* as big as a small hay-stack ; and, after reserving two volumes of it, I hereby offer to sell the rest to any purchaser for one-third its cost. I here confess my sin ; I have often given these creatures—they are frequently women—my name, simply for the sake of getting rid of them. They said my name would be worth a great deal to them ; if it was so, I have been guilty of aiding them to sell their worthless trash, perhaps to those who could spare the money less conveniently even than myself. I suppose that is *possible*.

But I have made up my mind to sin in that way no more. I have no time to examine many of these books sufficiently to ascertain whether they are really good ; and, without such examination, I ought not to give my name as a subscriber. And I have been cheated so many times myself by taking them without examination, that I do not mean to be fooled in that way any more. So I, for one, intend from this time forward, to keep my name off from all such papers as these bores carry. Who else is ready to sign a similar pledge of total abstinence ?

I am convinced, if all teachers and clergymen would resolutely take this stand, the business of the agents would so dwindle that the firms who now get rich by publishing books by subscription would cease that way of proceeding. If they wish to continue to publish, let them put their books into the regular channels of trade, as they ought to do ; and thus we shall be saved from the annoyance of these peregrinating nuisances, without the unpleasant duty of kicking them out of doors, as their impudence richly deserves.

## LESSONS IN ASTRONOMICAL GEOGRAPHY.—IV.

According to my promise in the October SCHOOLMASTER, in this article I am to speak of the motion of the earth around the sun, and some of the effects of that motion. The earth moves around the sun from west to east in exactly the same time, as is supposed, age after age. This motion gives us our year. It is necessary for us to understand that there are *three kinds of years*.

First, there is the actual time taken in one revolution about the sun; this is 365 d. 6 h. 9 m. 9.6 sec.; this is called the *Sidereal* year, because its length is determined by the apparent position of the stars. The second kind of year is the *Tropical* year; this is a very little less than the preceding; because, for a reason not necessary to explain here, the points of the earth's orbit called the tropics run back a very little each year, so the earth reaches them before it has quite completed a revolution. The relation of the earth to these points determines the time of our seasons. The exact length of the tropical year is 365 d. 5 h. 48 m. 46.05 seconds. These are the numbers given in *Peabody's Astronomy*. It is convenient for the common purposes of life, that the year should contain an exact number of days; hence, the common or *Civil* year contains generally 365 days; and from time to time, —usually every fourth year,—another day is added to make up for the excess of the tropical year over 365 days. In this way, the average of the civil year is made the same as the tropical year. If it were not so, the seasons would not retain their place in our years.

To help the young learner to a true conception of the earth's motion and its results, let him think of the center of the earth as *leaving a mark in space*, as it makes its yearly journey. This mark would describe nearly the circumference of a circle, and it would be the earth's *orbit*. Now, let him think of the plane which this mark would bound,—a vast plane in space, always extending through the center of the sun, and always having the center of the earth at some point on its circumference; this is the *plane of the earth's orbit*. The astronomer conceives of this plane as continued far beyond the boundary of the earth's track, till it traces itself in the heavens among the stars. The line in which it seems to cut the concave of the heavens is the circumference of the *ecliptic*—so called because no eclipse of sun or moon can ever occur unless the center of the moon also is in, or very near, this plane. Hence, the plane of the ecliptic is the plane of the earth's orbit extended far beyond the boundary of the orbit itself.

To have a clear conception of what I am about to say, it is necessary that you have a clear conception of two kinds of circles, belonging to the earth;

I mean *diurnal circles* and the *day circle*. As the earth makes its yearly journey around the sun, it is also constantly turning on its axis, once in a little less than twenty-four hours; hence, every point of its surface, except the poles, describes the circumference of a circle at each revolution; each of these is the *diurnal circle* of that particular point; a little careful thought will show you that every diurnal circle must be a *parallel*. The earth is a sphere, hence, the sunshine can fall on only one-half of its surface at a time. The line which divides the illumined part of the surface from the dark part, will be the circumference of a great circle of the earth; and this great circle is the *day circle*; it must always be at right angles to the line joining the centers of the earth and sun. All places on the side of this circle nearest the sun will be in the sunshine, or will have day; while all places on the other side of this circle will have night; hence its name, day-circle.

Let us now suppose the earth's axis were perpendicular to the plane of the earth's orbit. In this case, the line joining the centers of the earth and sun would always strike the earth's surface in the circumference of the equator; and the day circle would always pass through the poles; thus the day circle would constantly coincide with a meridian. What effect would this have on our days, and on our seasons? It is easy to see that the diurnal circle of every place on the earth's surface would be cut in halves by the day circle; hence, every place would have just as much sunshine as darkness; or the days and nights would be equal everywhere. The line joining the centers of the earth and sun would always strike the earth at the equator; or the plane of the equator and the plane of the earth's orbit would coincide. In this case, the sun would always be on the equator, and any change of seasons would be impossible.

It is unnecessary to state that the earth's axis is not in the supposed position; and our change of seasons is due to the fact that it is not. In my next article, I propose to show what the position of the axis really is, and how the change of seasons, and the different lengths of days, result; but it seems to me that that will be easier from having taken this view first. There is one fact that the young student does not always learn, which I wish to explain right here. The earth turns on its axis in the same direction as that in which it moves around the sun, that is, from west to east. If it revolved on its axis just as fast as it revolves about the sun, it is evident that the sun would seem to be over the same spot, all the time; hence, the earth would make one revolution in the year without producing the phenomenon of day and night at all. From this, perhaps, we can see that there is always one more revolution on the axis in a year than the number of days; in other

words, *the earth turns on its axis a little more than three hundred and sixty-six times in every year.*

Generally, drawings and apparatus are used to explain the things I have undertaken to explain. I am more than doubtful of their use. I believe every one who understands my previous lessons, can see clearly all I have tried to present here, with his "mind's eye." If he can, that is the best way of doing it. But, if any apparatus is desired, I would suggest that a ball of yarn with a knitting needle thrust through it for the axis, and a lamp in the evening to represent the sun; will constitute the most effective apparatus that I know.

NORMAL, Dec. 15, 1871.

E. C. H.

## *LANGUAGE LESSONS FOR INTERMEDIATE AND PRIMARY SCHOOLS.*

### LESSON IV.

#### THE ASKING SENTENCE.

Review previous lesson.

"About what kind of a sentence did we talk in our last lesson?"

"We talked about the telling sentence."

"You may give a telling sentence about my watch."

"Your watch has a gold case."

"How many of you would like to know something about my watch that you do not now know?"

(Hands are raised.)

"How can you find out what you wish to know?"

"We can ask you to tell us."

"Well, you may ask me and I will write what you say upon the board."

"How much did it cost?"

"Does it keep good time?"

"Where did you buy it?"

"How long have you had it?"

NOTE. Pupils spell words; teacher writes upon board without punctuating.

"What have you been doing?"

"Asking questions."

"What are these upon the board?"

"Sentences."

"What do they do?"

"They ask questions."

"Because they ask questions, what kind of sentences may we call them?"

"Asking sentences." (Pupils spell.)

"What is an asking sentence?"

"A sentence that asks a question is called an asking sentence."

(Pupils repeat, spell words and write the definition upon their slates.)

"Open your books, find asking sentences and read them to me."

(Pupils find many sentences and read them.)

"What mark do you find after the last word of each asking sentence?"

"An interrogation point."

NOTE. If the pupils do not know the name of the mark, they may describe it or show it to the teacher, who then gives it a name which the pupils are required to spell.

The pupils should now be required to complete the sentences upon the board by placing an interrogation point after each.

Let the pupils rather than the teacher do this work, for, although they are acquiring useful knowledge, the object of the lessons is not so much to inform them as it is to train them to investigate, discover, compare, decide, and *do*.

"What mark must be placed after the last word of every asking sentence?"

"An interrogation point."

(Care should be had to impress the fact that the punctuation mark is a part of the written sentence.)

"Make and write upon your slates three asking sentences about a horse."

"For to morrow, write upon your slates five telling, and four asking sentences. Finish each with the right mark and have your work neat and well arranged."

## LESSON V.

### THE COMMANDING SENTENCE.

"How many kinds of sentences do you now know?"

"Two."

"What are they?"

"The telling sentence and the asking sentence."

"What is a telling sentence?"

"A sentence that tells something is called a telling sentence."

"Give me the definition of an asking sentence and I will write it upon the board."

(Pupils spell words; teacher writes.)

"Write five asking sentences upon your slates."

(Pupils write; teacher interrupts.)

"What are you doing?"

"Writing five asking sentences."

"Why are you writing?"

"Because you told us to write."

"What word can you use instead of told?"

"Commanded." (Pupils spell.)

"Again. Why are you writing?"

"Because, you commanded us to write."

"Who can repeat what I said?"

(Hands are raised, the sentence is repeated, pupils spell words and teacher writes upon the board).

"Write five asking sentences upon your slates."

"What is this?"

"A sentence."

"What does it do?"

"It makes a command."

"It commands."

"What kind of a sentence may it be called?"

"A commanding sentence."

"What is a commanding sentence?"

"A sentence that expresses a command is called a commanding sentence."

"Give five commanding sentences and I will write them upon the board."

(Pupils give sentences; teacher writes and punctuates.)

"What mark have I placed after the last word of each sentence?"

"A period."

"Find two commanding sentences in your books."

(To save time, it will be well to designate some page previously selected.)

"Why are these commanding sentences?"

"Because they express commands."

"What mark do you find after the last word of each sentence?"

"A period."

(Pupils tell how to begin and how to close every commanding sentence.)

"For to-morrow, you may write upon your slates ten commanding sentences about our language lessons."

## LESSON VI.

### THE EXCLAIMING SENTENCE.

Review previous lesson.

Call for ten or more commanding sentences about one object.

Do not allow pupils "to run in ruts" in giving these sentences. Insist on variety of thought and expression.

"Were the stove to fall, what would you do?"

"I should laugh."



" I should be afraid."

" I should halloo."

" I should scream."

" How many of you would say something ?" (Hands are raised.)

" What would you say ?"

" Oh !"

" O dear me !"

" Whew !"

" Look out there !"

" What do you call these expressions ?"

" Exclamations."

(If pupils do not know the word exclamations, it may be given.)

" What exclamation would you make if you were frightened ?"

" If you were sorry ?"

" If you were tired ?"

(Pupils answer.)

" If you were to see an ox and a horse drawing a wagon, what would you say ?"

" What a funny team that is !"

" How odd they look !"

" Suppose it were raining hard and you were to look out of the window, what would you say ?"

" How hard it rains !"

" What a wet day it is !"

(All the above exclamatory sentences should be written upon the board without punctuation, the pupils spelling the words.)

" What are these upon the board ?"

" Sentences."

" What do they do ?"

" They make exclamations."

" What kind of sentences are they ?"

" Exclaiming sentences."

" What is an exclaiming sentence ?"

" A sentence that makes an exclamation is called an exclaiming sentence."

" Open your books and find two exclaiming sentences."

(Pupils find and read sentences.)

" What mark do you find after the last word of each of these sentences ?"

" An exclamation point."

(Some pupil should be required to complete the work upon the board.)

" What mark should we place after the last word of every exclaiming sentence ?" (Pupils give law.)

"For to-morrow's work you may find five exclaiming sentences in your books and copy them neatly upon your slates. You may also write five exclaiming sentences about our school. Try and have your own sentences look as nice as those you take from the book."

## LESSON VII.

### REVIEW.

Review previous lesson.

Let the pupils repeat and write upon their slates all the definitions and statements they have learned, in the order of their development.

Let them make and find and write many of each kind of sentence.

Hold them rigidly to a correct use of capitals and punctuation marks. Make them rewrite every misspelled word or badly arranged sentence. Do not allow any dirt or extra marks upon the slate.

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## EDITOR'S DEPARTMENT.

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With this number, the SCHOOLMASTER begins a new volume and a new year. And, here at the outset, we want a quiet, hearty, confidential word with our readers and patrons. And, to all, our hundreds,—yea, thousands,—of readers, scattered from Maine to California, and from Canada to the Gulf, laboring in little school-houses by the roadside and on the bleak prairies, or in palatial buildings in the towns and cities,—to all, we wish a "happy new year," and a "God-speed" in our good work.

And, first, a few words about our work: the prospect is encouraging, the community are realizing in a good degree the importance of the work of universal education; its attention is turned to it. In all directions, we hear cheering words about the establishment of schools where they have been lacking, the building of new and better school-houses, the establishment of new normal-schools, the advent of new and better text-books; the adoption of better methods of instruction and discipline. During the years that we have been engaged in this work, we have never known so many Institutes held as in the year just passed; and the demand for better work, more practical work, in Institutes is increasing. The work of the teachers is receiving a good degree of appreciation, not all we could wish, perhaps, but all we could reasonably expect. The demand for teachers of a better class is increasing; this is as it should be. We want men and women in the schools who have clear heads, firm hands, loving hearts; and who will put into their work, the best there is in them, whether their pay is much or little; in this way alone can teachers win the approbation and the reward which teachers of the young ought to receive. The great demand of our work is, and is likely to be, *teachers*.

Next, in regard to ourselves. The SCHOOLMASTER, during the past year, has prospered beyond our expectations. We are proud of our success thus far; we are not ashamed of our journal; every number contains fresh thoughts from those best fitted to give them, men and women who are not mere theorizers but who are actually engaged in the work and who give us the result of their living experience. We are proud of the advertisements that appear on our pages; they are not of quack nostrums or shams of any kind. Money cannot secure a place for such things here. We are proud of the journals which our "clubbing rates" offer to our subscribers, and we are glad to see so many availing themselves of the facilities we offer to supply themselves with good reading. While, with all right minded and intelligent men, we deplore the flood of literary trash that inundates the country, we feel that by our clubbing rates, our premiums and the books we are constantly buying for our patrons, we are doing something to stem the tide.

We enter upon a new year with high hopes. We mean to make the journal better even than it has been. We mean to give no countenance to any kind of sham; we are in favor of every step of real progress, but we have lived too long to believe that every novel thing prepared is necessarily a progressive step. To carry out our purposes, we need the help of our friends; we need more subscribers; we need a wider circulation; we need the results of your thought and experience; we need more brief and pointed items of news; we need your good wishes, good words and good deeds. Our object is a good one; success will forward a good cause; in helping us, you are helping yourselves. Who will aid us?

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If not already here, the time is rapidly approaching, when we shall cease to look for the most energetic and best public schools and systems, among the cities of New England. Our minor cities excel theirs in several points, as stated by our contributor in December. Chicago, before the fire, was neck and neck with New England competitors in the race for superiority of public schools, and although, too young to prove, as has Boston, their efficiency, no doubt can exist as to the result of such trial. St. Louis, through her corps of teachers, headed by Supt. W. T. Harris, and backed by the Board of Education acting under a unique, but, as time has shown, a most excellent school law, seems bound to look back and beckon to her eastern neighbors to come.

The results of the work of Mr. Harris are apparent not only in his own city, but throughout Missouri and the North-west. The amount of his labor is great. Besides conducting the "*Journal of Speculative Philosophy*," a quarterly magazine devoted to metaphysics, and superintending the schools of his city, he writes much for the educational press, and what is not usual for one who writes much, his articles bear directly upon topics connected with work in or about the school. He has an able lieutenant in Miss Anna C. Brackett, Principal of the City Normal School, whose brain and pen are continually sending notices of what can or what ought to be done in the educational world. Articles of Mr. Harris, Miss Brackett and other writers have been published in tract form by the Western Publishing Company, St. Louis, and are furnished on application. "What shall we

Study?" "The Theory of American Education;" and "How to do it, Illustrated in the Art of Questioning;" are some of the subjects. We have seen a little pamphlet, "Syllabus of Lessons in Natural Science," prepared by Mr. Harris, for the first seven years school work, that is valuable property for every teacher. St. Louis has reason to be pleased with the work of those who have direct charge of her public schools.

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A dispatch to a daily paper says:

There is still excitement at Hunter's Point L. I. over the determination of the School Commissioners to enforce the reading of the Bible in the schools. There have been several children of Catholic parents ejected because they refused to be present at such occasions.

A later dispatch to another daily states that forty Catholic children were expelled the day before, because they objected to reading the Bible. We know nothing further of the case; but we are tempted to ask if there is any reason to suppose that fools and bigots are all dead? We believe in reading the Bible in schools, we would resist to the utmost any power that should attempt to prohibit it; but it seems to us that a man need not be very wise to know that compelling children to read the Bible, or expelling them from school for not reading it, is not calculated to promote the cause of free schools, the cause of the Bible, the cause of Protestantism, nor the cause of peace and good will among men. It shows too much of the spirit of the sixteenth century, to be favored in this age of the world.

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The Russian Grand Duke, Alexis, has come! The New York *toadies* have made themselves ridiculous over him; and yet the earth revolves on its axis just the same as before! Here is a full column of fine print, from the *New York Herald*, telling all about the reception—how his fine blonde hair was combed back, how a light and well trimmed mustache overhung a pair of rosy lips; and enough more of the same sort of *stuff*. It is all told how the ladies rushed to get a look at the wonderful youth, a real scion of nobility, you see—how the ladies were introduced, and shook hands with him—actually they shook hands with him! It is said that "each lady on recovering her hand from Alexis' gentle grasp, hurried on toward the main group, smiling and happy, her soft cheeks tinged by the faintest blush." We are glad to know there was a blush, even if it was the faintest; the fact is encouraging. On observing two ladies pass without shaking hands, one "who had just felt his slight pressure," exclaimed, "I wouldn't have missed it for anything in the world." Then there is a long list of names of the ladies who were thus made happy. We observe that the Misses Brown and the Misses Smith were among them. Oh! happy Browns and Smiths!

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The paper of Mr. J. B. Roberts, issued as a part of the December edition of the SCHOOLMASTER, in argument and style excels any and all we have seen on the subject of high schools. As a tract to circulate among the people, especially in our small towns, it is valuable. We cannot speak in too high terms of this document. All should read it, that they may be able to successfully combat the arguments of the opposers of public high schools.

President Grant's message to Congress seems to be a plain, straight-forward, business-like document. We insert the following short extracts, as worthy the attention of all teachers, and other friends of progress and truth.

#### ABOLITION OF SLAVERY IN BRAZIL.

It is a subject for congratulation that the great Empire of Brazil has taken the initiatory steps toward the abolition of slavery. Our relations with that Empire, always cordial, will naturally be made more so by this act. It is not too much to hope that the Government of Brazil may hereafter find it for its interest, as well as intrinsically right, to advance toward entire emancipation more rapidly than the present act contemplates. The true prosperity and greatness of a nation is to be found in the elevation and education of its laborers.

#### EDUCATION OF AMERICAN YOUTHS IN CHINA AND JAPAN.

To give importance and to add to the efficiency of our diplomatic relations with Japan and China, and to further aid in retaining the good opinion of those peoples, and to secure to the United States its share of the commerce destined to flow between those nations and the balance of the commercial world. I earnestly recommend that an appropriation be made to support at least four American youths in each of those countries, to serve as a part of the official family of our ministers there. Our representatives would not even then be placed upon an equality with the representatives of Great Britain and some other Powers. As now situated, our representatives in Japan and China have to depend for interpreters and translators upon natives of those countries, who know our language imperfectly, or procure for the occasion the services of employes in foreign business houses, or the interpreters to other foreign ministers.

#### THE POSTAL-TELEGRAPH SYSTEM.

Your special attention is especially invited to the recommendation of the plan for uniting the telegraph system of the United States with the postal system. It is believed that by such a course the cost of telegraphing could be better reduced, and the service as well, if not better, rendered. It would secure the further advantage of extending the telegraph through portions of the country where private enterprise will not construct it; commence trade; and above all, the efforts to bring a people widely separated into a community of interests are always benefited by a rapid intercommunication. Education, the ground-work of republican institutions, is encouraged by increasing the facilities to gather speedy news from all parts of the country; the desire to reap the benefit of such improvements will stimulate education. I refer you to the report of the Postmaster General for full details of the operations of last year, and for comparative statements of the results with former years.

Quite a number of newspapers are publishing an educational department as a part of the weekly issue. The charge of this is given to some able and willing public-school man in the neighborhood. As indicated in a previous note, the SCHOOLMASTER believes this to be one of the most efficient ways of bringing school matters before the public. In Illinois, H. L. Boltwood, of Princeton, J. W. Hays, of Urbana, and S. W. Maltby, of Geneseo, are doing such work. The SCHOOLMASTER wishes to exchange with such papers.

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## *EDUCATIONAL INTELLIGENCE.*

CHICAGO.—The monthly report of the schools shows an average attendance of 20,432, about two-thirds of the number attending at the time of the fire. It must be, therefore, that a large number are unable to gain admittance. It is probable that many of them are too poorly clad to attend, while many more are trying to help earn a living.

The opening of two new Primary Schools in the West Division has afforded seats to many who have been waiting, or attending only a half-day. Every possible effort is making by the department of education, to relieve the needy among the pupils and teachers. Very much has been done toward clothing the destitute children who attend schools, and making them comfortable, and rendering it possible for them to attend during the cold weather. The salaries of the teachers have not been changed. As no change has been made in any other department of the city, the Board wisely and justly determined that the teachers should not be alone in the reduction of salary; they agreed that until the wages of other employes were reduced, those of the teachers should not be. Teachers are therefore paid according to the old scale, which gives to the principal of High School \$2,500; principal of Normal School \$2,300; principals of Grammar Schools and male teachers of High School \$2,200; principals of Primary Schools and female teachers of High School \$1,000; Grammar teachers \$800; Primary teachers \$700. They do not complain at this, nor feel grieved. Neither have we yet heard any business man say that their salaries ought to be reduced, even though those of other departments are, for they have been paid less, relatively than others.

At a recent meeting of the Board, a resolution was adopted, requesting the Board of Cook County Commissioners, "to take such steps as will relieve the city of Chicago from bearing the burden of supporting the Cook County Normal and Training School." The preamble sets forth as reasons, the great expense of the school without corresponding benefit, and the large proportion of the expense (seven-eighths,) paid by the city, which has never used and does not in any sense need the school, having one of its own. This was a bomb thrown with great precision directly into the camp of those who have engineered the County Normal from its inception, and one of the papers immediately presented letters written in its behalf by those quite immediately interested. The position taken by the member of the Chicago Board who presented the resolution, is eminently just, and we think invulnerable. The city supports her own Normal School, and does not employ graduates of the County Normal, except as she employs those who come from any quarter and show ability to do the work. It is a well known fact that the requirements for admission to the City Normal are much higher than to the County Normal. It is also a fact that the graduates from the City Normal have succeeded far better as teachers than the graduates of the County Normal, notwithstanding one of the letters referred to, says that the City Normal has no complete system of mental development or of methods of teaching. Further than this, the average expense of educating the pupils at the county institution, in salary of teachers alone, is many times greater than in the city, which would show that it would be better for all normal pupils to attend in the city. The reply of Mr. Richbey, who brought the subject before the Board, shows conclusively that the city should have no part of the burden of supporting the County Normal School. The feeling in the city is quite unanimous upon the exemption of the city in the expense of educating teachers for the county, and the Commissioners can hardly fail to heed it.

In his late report, the Superintendent states, that "every effort made by the school authorities to relieve pressure of study, is met by persistent demands on the part of parents, for more rapid advance of their children." But he finds a tendency to charge upon school the evil effects of "over eating, under-sleeping, and undue excitements." It is very easy, after spending the evening at a fair, a festival or a party, to charge the resulting headache, or cold, or indisposition, or *ennui*, to the "severe" tasks of the school. Especially after the unhealthy stimulus of rich food, late hours, gaudy attire, gas light and frivolity, does the work of the school-room seem prosy and distasteful, and the convenient scape-goat of "high-pressure education" is a most soothing cordial to the conscience of the tender-hearted mother and the progressive father. The Superintendent thinks, however, that "the children of our public schools are as healthy as the same number of children that can be found out of them." He commends the excellent and kind discipline found here. Out of a daily attendance of nearly 30,000 pupils, there have occurred but 15 cases of corporal punishment daily, or one in 2,000 pupils. He compliments the teachers for their natural and easy manner of speech and work. He finds the schools remarkably free from hobby-riding, and thus indirectly praises the entire corps of teachers for their intelligence and good sense. This is indeed high praise and probably well deserved, though the examinations of the Superintendent have

been studied very carefully to ascertain how a class could be best prepared to pass them successfully, thereby evincing a desire to satisfy a certain style of examination, rather than to develop the minds of the pupils. There is less cramming than hitherto, consequently the gradation of the schools is higher, but there is still room for improvement.

Mr. Paine has again resumed his place in the High School. The schools all seem to be in good working order, though some have been considerably broken up by change of teachers and pupils.

IOWA.—The *Madison County Teachers' Institute* met at Winterset, Nov. 20. Mr. Hardy, County Superintendent, was elected President. Mrs. Lane, V. President. Mr. Snyder, Secretary. Rev. G. W. Gray, A. M., in the course of his remarks, gave as the definition of a good teacher, a saying of Beechers'—"One who thinks out his work and then works out his thoughts." Miss Lane, Mr. Cox, Mr. J. J. Stuckey, Miss Parker, Miss Mattie Cassidy, and Rev. Mr. Potter are mentioned as the principal speakers. The SCHOOLMASTER has received an elaborate account of the doings but is unable to present them. The character of the work was evidently first-rate.

INDIANA.—The State Teachers' Association meets at Indianapolis, December 26, 27, 28 and 29. Pains have been taken to have an excellent session. No attempt will be made to entertain teachers, free. Amen! to that. How can teachers expect to be treated like other folks unless they act like other folks, and pay their bills. Better take cold victuals along, than bore the citizens of a town with five hundred strangers, even though they are school teachers; for even *their* company is not always an equivalent for board and lodging.

Crawfordsville, Ind., is building a school house that will \$67,000. We admire the enterprise of Crawfordsville in this thing, but we are sorry that the cost is so extravagant. Put less on the *outside*, friends, and see to it, that the *inside* is not starved.

TEXAS.—Additional rules adopted by the Board of Education, State of Texas, October 16, 1871.—Title II, rules for the government of Public Schools.—

RULE 33.—An additional grade of school is hereby added to the public free schools in the State, to be denominated the fourth class, in which shall be taught spelling, reading and writing.

RULE 34.—Rule 18, title IV, "Rules for the Government of Public Schools," is hereby amended, to read, from and after November 1st, 1871, as follows:

"A teacher shall receive a salary according to assignment for every month's labor, as follows: Fourth class, (\$35) thirty-five dollars; third class, (\$50) fifty dollars; second class (\$75) seventy-five dollars, and first class (\$100) one hundred dollars.

The Superintendent is authorized in special cases, to increase these salaries not to exceed the old rates of (\$75) seventy-five dollars for third class; (\$90) ninety dollars for the second class, and (\$110) one hundred and ten dollars for the first class.

WISCONSIN.—The State Principals' Association meets at Madison, Dec. 27-29. The following topics are before the meeting: "The discipline needed by teachers." "County Normal schools." "State uniformity of teachers' examinations." "What can principals of graded schools do to increase the efficiency of mixed schools, and systematize the educational work in the State." "What is the influence of our schools upon the industry of the people."

The following persons have been appointed visitors to the different normal schools, by the State Superintendent:

*Whitewater*—Prof. J. C. Pickard, Samuel Shaw and Hosea Barns.

*Platteville*—Prof. A. A. Everett, W. H. De La Matyr, Miss Etta E. Carle.

*Oshkosh*—Rev. A. O. Wright, Prof. N. G. Harvey, Miss Martha A. Terry.

MISSOURI.—The Missouri State School of Mines was formally opened at Rolla, Nov. 23d. Speeches were made on the occasion by State Superintendent Monteith, Dr. Reed, President of the State University, Prof. C. T. Williams, Director of the school, and others. It is proposed to erect a convenient building, one hundred and thirty feet long, sixty feet wide, and three stories high, for use of the new school. Rolla is one hundred and thirteen miles south-west of St. Louis, on the Atlantic and Pacific railroad. The town contains about three-thousand people. According to the reporter of the *Missouri Democrat*, it was the intention of the first settlers to name the place *Ruleigh*; but the Yankee who did their spelling for them chose to spell the name *Rolla*.

## REPORT OF ATTENDANCE FOR NOVEMBER, 1871

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
St. Louis*	25,480	...	22,380	21,121	94-5	6,737	.....	W. T. Harris.
Cincinnati, O.	24,362	25	21,945	21,010	95-7	8,688	.....	John Hancock.
Chicago, Ill.	23,460	20	21,522	20,432	95	.....	.....	J. L. Pickard.
Indianapolis, Ind.	5,690	20	5,185	4,922	94-7	.....	2,404	A. C. Shortridge.
Dubuque, Iowa	2,722	20	2,608	1,769	68	.....	.....	Thos. Hardie, Sec'y.
Bloomington, Ill.	2,531	20	2,386	2,219	92	393	.....	S. M. Etter.
Terre Haute, Ind.	2,535	20	2,406	2,288	95-1	830	1,037	Wm. H. Wiley.
Decatur, Ill.	.....	.....	.....	.....	.....	.....	.....	E. A. Gastman.
Galesburg, Ill.	1,547	20	1,406	1,290	91	296	370	J. B. Roberts.
Aurora, Ill.	1,444	20	1,367	1,273	93	129	467	W. B. Powell.
West and South Rockford, Ill. }	.....	.....	.....	.....	.....	.....	.....	J. H. Blodgett.
Alton, Ill.	1,059	20	966	927	96	638	290	E. A. Haight.
Ottumwa, Iowa	806	20	637	607	95-3	314	134	L. M. Hastings.
Danville, Ill.	968	20	869	787	90-5	413	367	J. G. Shedd.
Cedar Rapids, Iowa	775	15	737	690	93-7	53	378	Jas. E. Harlan.
Goshen, Ind.	685	16	613	568	92-6	291	251	D. D. Luke.
LaSalle, Ill.	.....	.....	.....	.....	.....	.....	.....	W. D. Hall.
Macomb, Ill.	662	20	631	595	94	215	303	M. Andrews.
Peru, Ind.	629	18	531	474	89	118	126	Geo. G. Manning.
Marsaintown, Iowa	600	20	538	520	96-8	118	319	Chas. Robinson.
Geneseo, Ill.	500	23	538	516	95-9	444	160	S. W. Maltbie.
Dixon, Ill.	523	20	474	431	91	283	109	E. C. Smith.
Clinton, Ill.	517	20	485	446	92	39	169	S. M. Heslet.
Shelbyville, Ill.	530	23	519	442	85	300	176	Jephthah Hobbs.
Princeton, Ill.	566	20	526	506	96	129	240	C. P. Snow.
Edinburg, Ind.	467	20	422	398	91-3	100	235	D. H. Pennewill.
Rushville, Ill.	414	20	390	381	97-2	123	237	J. Coyner.
Winterset, Iowa	385	15	341	331	97	.....	118	Henry C. Cox.
Frankfort, Ind.	408	26	346	319	92-2	188	127	E. H. Staley.
Normal, Ill.	373	20	358	335	93-5	107	178	Aaron Gove.
Chester, Ill.	.....	.....	.....	.....	.....	.....	.....	C. L. Howard.
Henry, Ill.	342	17	319	299	96-1	53	169	J. G. McClung.
Effingham, Ill.	341	20	325	313	96-3	255	124	Owen Scott.
Lexington, Ill.	311	21	292	267	88-6	445	57	D. J. Poor.
Belvidere, Ill.	304	21	279	258	92	58	123	H. J. Sherrill.
Shawneetown, Ill.	.....	.....	.....	.....	.....	.....	.....	Jas. M. Carter.
Batavia, Ill.	337	18	314	289	92-2	15	92	O. S. Snow.
North Dixon, Ill.	192	20	170	153	95-3	214	45	John V. Thomas.
Yates City, Ill.	172	22	165	157	95	48	79	A. C. Bloomer.
Maroa, Ill.	154	19	142	133	93-6	88	50	Ed. Philbrook.
Creston, Ill.	105	21	97	86	88	2	49	P. R. Walker.
Sigourney, Iowa	492	...	325	307	94	258	.....	A. Updegraff.
De Kalb, Ill.	295	16	254	245	93	78	114	E. S. Dunbar.
Nokomis, Ill.	238	21	236	201	87-4	130	157	D. H. Zepp.
Toledo, Iowa	232	...	220	195	96-1	129	.....	A. H. Sterrett.
Heyworth, Ill.	176	20	147	133	90-4	152	36	J. R. McGregor.
Rantoul, Ill.	161	20	148	136	91-0	238	24	W. H. Richardson.

\*For ten weeks ending Nov. 10.

ILLINOIS.—We print below the first section of the proposed school law, which was necessarily omitted in that part of the law published last month. This is offered for the criticism of those who care to interest themselves in the matter of school legislation. A bill is now in the hands of the committee on Education, of the Legislature, having been re-referred to them from the Senate. That which the SCHOOLMASTER presented last month was the work of Mr. Bateman. This first section has his approval and amendments, although principally drafted by Mr. E. W. Coy. Should the bill now in the hands of the committee be reported back, the attention of our Legislators is called to this as a substitute for Sec. 80, of that bill. It is not necessary to give a detailed statement of what points have been covered. It will be seen that it refers only to incorporated cities, that it makes the Board of Education a creature of the people and not of



the Mayor, and places the responsibility entirely on one body, instead of dividing it between Boards of Education and City Councils.

We have received several very bitter letters, with regard to that section of Mr. Bateman's law, that prohibits school officers from dealing in school books, etc. It should be remembered that the Constitution contains nearly the very same words, and that the parties who voted for that part of the organic law, are the ones to be condemned. It is true however, that no more ridiculous or foolish clause, makes up a part of the constitution of any other State in the Union. It is a disgrace to our noble State. Were it of any use, we should take space to prove it.

**SEC. 1.** Incorporated cities shall be and remain part of the townships in which they are situated unless otherwise provided by law.

It shall be the duty of the City Council in every city, having charge and control of free schools, to establish a Board of Education to consist of not less than three persons, to be residents of the city, and not more than one member from each ward of the city to be elected by the people of said wards respectively, where the city is divided into three or more wards; otherwise to be elected on a general ticket, except in cities containing more than one hundred thousand inhabitants, where the Common Council shall have power to appoint the members of the Board of Education. The Board of Education thus established shall be a body politic and corporate, under the name and style of "Board of Education of the City of ——" which shall have perpetual existence, and by said name shall sue, and be sued, plead, and be impleaded, in all Courts and places where judicial proceedings are had; may purchase receive and hold real, personal and mixed estate, and may sell lease or dispose of the same.

The Board of Education shall have power:—

*First*—To erect, hire or purchase buildings suitable for school-houses, and keep the same in repair.

*Second*—To buy or lease sites for school-houses, with the necessary grounds.

*Third*—To furnish schools with the necessary fixtures, furniture and apparatus.

*Fourth*—To maintain, support and establish schools, and supply the inadequacy of the school-funds for the salaries of school-teachers, from school taxes.

*Fifth*—To determine the rate of taxation for school purposes, in the manner hereinafter provided.

*Sixth*—To employ teachers, fix their compensation, and establish rules respecting their qualifications and how the same shall be determined.

*Seventh*—To prescribe the method and course of discipline and instruction, in the respective schools; what studies shall be taught, and what books and apparatus shall be used.

*Eighth*—To suspend or expel any pupil, and to dismiss or remove any teacher, for sufficient cause.

*Ninth*—To lay off and divide the city into school-districts, and from time to time alter the same or create new ones, as circumstances may require, and to apportion scholars to the several schools.

*Tenth*—To take charge of the school-houses, furniture, grounds, and other property belonging to the school districts, and see that the same are kept in good condition and not suffered to be unnecessarily injured or deteriorated, and also to provide fuel, and such other necessities for the school, as in their opinion may be required in the school-houses or other property belonging to said districts.

*Eleventh*—To appoint from their own number a president, who, together with the other members of the Board shall receive no compensation for ordinary services, but for extraordinary services reasonable compensation may be allowed; to elect a treasurer, who shall not be a member of the Board, a secretary, a superintendent, and an assistant superintendent, when deemed necessary, and fix the compensation of these officers, and provide themselves with a well-bound book at the expense of the school-tax fund, in which shall be kept a faithful record of all their proceedings.

*Twelfth*—To appoint such other officers, committees or agents as they shall deem best and most conducive to the well being of the schools and of education.

*Thirteenth*—To exercise all the rights, powers and authority required for the proper management of the schools and of the fund belonging to the city for school purposes;

and to enact such rules and ordinances as may be necessary or deemed expedient for such purpose.

The yeas and nays shall be taken, and entered in the records of the proceedings of the Board, upon all questions involving the expenditure of money. None of the powers herein conferred upon the Board of Education, shall be exercised by them, except at a regular or special meeting of the Board. The Board of Education shall annually prepare and publish a report of the number of pupils instructed in the year preceding, and the several branches of education pursued by them, of the number of persons between the ages of eight and twenty-one unable to read and write, and the receipts and expenditures of each school, specifying the sources of such receipts and the objects of such expenditures, and making any other statements and suggestions that they may deem proper to aid the cause of education in the city; said annual report shall be made to the City Council. They shall also communicate to the City Council, from time to time, all such information within their possession as may be required.

All conveyances of real estate made by the Board, and all other conveyances, contracts and assignments of the Board, shall be executed and acknowledged by the president of the Board.

In every city having charge and control of free schools, the City Council shall, when requested by the Board of Education, issue bonds for the purpose of building, finishing and repairing school-houses, for purchasing sites for the same; and provide for the payment of said bonds, subject to the provisions and limitations of the twelfth (12) Section of the ninth (IX) Article of the Constitution of the State.

On or before the ———— of ————, in each year, the Board of Education shall determine the amount of money, which in their opinion, will be required, to be raised by taxation for the support of schools for the ensuing year, and shall notify the City Council of the rate of tax to be levied and collected for that purpose, not exceeding — per cent. of the assessed value of all taxable real and personal property in the city, as determined by the last preceding assessment for municipal purposes, and the amount so reported to the City Council shall be levied and collected in the same manner and at the same time as other city taxes, and when collected, shall be paid over to the treasurer of the Board of Education.

The Treasurer of the Board of Education under the direction of said Board, shall be empowered to demand and receive from the officer or officers having custody thereof, all moneys raised by taxation for school purposes, or received from the State common school fund or from any source for school purposes, and the money so received shall be placed in the treasury, subject to the order of said Board. The treasurer shall execute to the Board of Education an official bond with good and sufficient securities, in such sums as the Board shall determine, such bond to be approved by said Board.

Any person twenty-one years of age, whether male or female, having resided in such city more than two years next preceeding his or her appointment, shall be eligible to office as a member of the Board of Education.

The members of the Board of Education shall be divided into classes, in such a manner as to provide for an annual change of not less than one-fourth nor more than one-third of the whole number of members, and the members elected or appointed under the provisions of this act, shall within one month after such election or appointment, determine by lot, the classes to which the members shall severally belong.

*St. Clair County.*—The Institute of this county held its annual session at Belleville, Nov. 20th–24th inclusive. Most of the instruction was given by Prof. Robert Kidd, of Cincinnati, and Prof. E. C. Hewett, of Normal. The attendance was very large—about one hundred and seventy; the entire number of teachers in the county is about one hundred and ninety. A great degree of interest in the exercises was manifest. Prof. Kidd occupied two evenings with his unique rhetorical entertainments. Evening lectures were given by Prof. Hewett, and Dr. Robert Allyn, of McKendree College. Superintendent James P. Slade still is at the head of the schools in this county; and the voters of St. Clair show their wisdom in keeping "the right man in the right place" so long. Mr. George Brunson was present during almost every session; the veteran's eye is not dim, and it is hard to see that his natural force is abated. St. Clair rolls up the largest list of new subscribers for the SCHOOLMASTER of any county thus far reported.

*Champaign.*—The fine new school-house in District No. 2, was burnt, early in December. This house was built in place of one burnt about one year ago. We gave a short account of the dedication in the September SCHOOLMASTER. The fire took from a defective flue; it occurred while the school was in session; but, owing to the presence of mind and good control of the teachers, no pupil was injured in the escape. We believe in capital punishment; and we should like to have it administered to any mechanic who builds a stick of timber into the walls of a chimney. We think this would cure the evil; is there anything else that will do it?

*Bloomington.*—Teachers' Association convened on the 25th of November, having one of its most interesting and beneficial meetings. A series of lessons on Natural History were commenced under the charge of Miss F. L. Gee. The object of these lessons is to take up the outline of the study preparatory to introducing it in the form of oral lessons, in the ward-schools. The closing exercise was given by Dr. Sewall, of Normal, which was highly entertaining and instructive, the subject being Botany. Prof. Von Loewenfels has been obliged to resign his position as instructor of German. Although many were the regrets at being obliged to give the parting word to one who had found such a large place in our esteem and respect, still, we have found in his successor, Prof. Deinigher, one who conquers all with his earnestness and happy manner. As the term approaches its close, reports come to us of several changes which are to take place among our corps of teachers; and Madame Rumor will have it that Cupid's darts have here and there found lodgment among them.

S. E. R.

*Kane County.*—Institute held at East St. Charles, Nov. 7, 8, 9 and 10, in charge of the county Superintendent. Messrs. W. B. Powell, C. E. Mann, H. Rolph, F. H. Hall, C. F. Kimball, G. B. Charles, C. W. Curtis, O. T. Snow, and Misses F. H. Janes, Bonnie Snow, Nellie G. Niles, Fannie Lindsley, were among those who conducted exercises. The work covered much ground and many subjects. The first evening was devoted to a sociable of teachers and citizens. This is an excellent item for the programme of the first evening of an institute. All work better the remaining days, by having the formality worn away by acquaintance.

*Will County.*—The Teachers' Institute held its annual session at Wilmington, Nov. 13th, 14th, 15th, 16th and 17th. County Supt. Simonds opened with a paper. Parker, of Joliet, Long, of Wilmington, Wentworth, of Englewood, Metcalf, of Normal, and Dr. Edwards, were among the workers. The programme is one of the best we have seen, and we are told that nearly every part was satisfactorily filled.

*Whiteside County.*—The session of the County Institute was held at Unionville, on the 25th of November. Four years ago, a Monthly Teachers' Institute was organized in this county. The meetings are still held with unabated interest. The sessions are held in the different towns on Saturdays. The county Superintendent is always on hand, ever ready to lend his efforts. The people, at first, viewed these gatherings with distrust, deeming them a *Teachers' Ring*, but suspicion soon vanished, and now meetings are constantly attended by many. Whiteside is in the van. But few SCHOOLMASTERS visit the county. We should be glad to send more.

*Pope County.*—The Pope County Teachers' Institute was held at Columbus, the 21st, 22d, 23d and 24th of November. Great interest was taken by the teachers and much good accomplished. All of the teachers in the county but nine, were present. I think I am safe in saying that Pope county is the banner county in the State, in the improvement of her teachers. They certainly deserve great credit.

D. E. V.

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## BOOK TABLE.

*Elements of Astronomy.* by Selim H. Peabody, M. A. Wilson. Hinkle & Co.

This handsome little volume of 336 pages, makes one of the celebrated *Ray's Series* of Mathematics. We have subjected this book to the *crucial* test—actual use in the class-room, for one term. And we are free to say that it pleases us better than any other text-book on the same subject, that we have ever used. It is not a mere repository-

ry of astronomical facts; the student here is not only put in possession of much that the astronomer has learned, but to a considerable extent he is told why these things are true, and how they have been found out; in this way only, can knowledge be real. On the other hand, it requires no very profound knowledge of mathematics, to understand the book; it ought to be very clear to one who has a fair acquaintance with the elements of algebra and geometry.

We will mention some particulars which we regard as points of excellence. The drawings are the most successful we have ever seen, in presenting facts of astronomy in a picturesque way, and their execution is simply beautiful. The recapitulation at the end of each chapter is an excellent feature. The book contains a good number of facts in the several departments of the study. The pupil is made acquainted with many astronomical instruments. The remarkable phenomena of the sun, moon and other planets, are quite fully given; the same may be said of comets and the fixed stars. Meteors are more fully treated than in many books. The general principles of spectrum analysis and the nebular hypothesis, are briefly but clearly presented. The principle constellations are described, and illustrated by charts; still we can but regard this as the least successful part of the whole book.

We have observed but little to note by way of adverse criticism. There are a few typographical errors; but fewer, we think, than is common in a new book; on page 92, it is said, that the effect of parallax is *similar* to that of refraction; *opposite* should be the word. On page 131, we seem to be taught that an inferior planet is stationary at the point of greatest elongation; this is not true. The explanation of the tides strikes us as better than usual; and yet, before closing the subject, the author seems to speak of tides as due to the *attraction* of the sun and moon, when he has just shown that they are due to the *difference* in the attraction on different parts of the earth. We commend the work to all seeking a text-book in astronomy.

The *New England Homestead*, published at Springfield, Mass., we regard as a sterling paper. It has an educational department in charge of M. C. Stebbins, Esq., of the City High School. We often find in this department, papers and items of much interest, and we have more than once drawn from it for the columns of the SCHOOLMASTER. But, in the issue for Dec. 2d, this department is almost entirely filled with an article, reprinted from the *Newburyport Herald*, which makes the stupidest, most unjust, and—intentionally or otherwise—mendacious attack upon normal-schools that we have heard for many a day. We have not time nor space now to pay our respects to it particularly; we doubt if it is worth the ink at any time. It sets up a man of straw, and then valiantly attacks it. We do not believe there is an intelligent friend of normal-schools from Maine to California that makes any such claims for them as this doughty writer proceeds to answer; and the way in which he answers shows an ignorant head or a bad heart, or both. We think we know who wrote the article; we believe we recognize the ear-marks; we have been in Massachusetts before now. But we are sorry to see the educational editor of the *Homestead* lend himself to the promotion of dissension in the ranks of teachers by admitting any such stuff in his columns; it is not a credit to himself nor to his paper. If the editor himself knew as much of normal schools as we do, he would not declare that they should be *merely* professional. For, however true this may be in theory, we know that, in practice, it is impossible either in Massachusetts or in Illinois; for the very good reason that it is impossible to fill them with pupils who are already properly taught in the common branches.

## PUBLISHERS' DEPARTMENT.

One of the most noticeable events in the public-school field, is the unprecedented success of the Pioneer system of drawing, as given in the revised Bartholomew's Drawing Books and Cards. All the principal cities of the United States had adopted this series, by July 1871, except San Francisco, St. Louis, and Cincinnati. These three have now adopted the series. The attention given to drawing, especially in the East, and the success of the art, gives hope that soon it will not be necessary to import German draughtsmen, and pay them exorbitant prices to do what every public-school pupil can easily learn. W. M. Scribner, 517 State Street, Chicago, is the General Western Agent for these works. Send for circulars, samples, etc.

# THE CHICAGO SCHOOLMASTER.

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## *I D E A S.*

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We have all heard that it is the business of the instructor to teach the young idea to shoot. I purpose to speak of ideas.

A common and legitimate signification of the word idea, and the one in which I use it, without any attempt at scientific exactness, is doctrine, belief, opinion, principle. We say that the brotherhood of the human race is a popular idea in America. The idea of a Messiah, or Messianic idea, as it is called, has kept the Jews a distinct people during ages of persecution and oppression. The universal tendency to worship and revere, to regard some actions and thoughts as right, and others as wrong, and to approve the right, is called the religious idea. The idea that all men are created equal, that they are endowed by their Creator with certain inalienable rights, among which are life, liberty, and the pursuit of happiness, is the basis of our Declaration of Independence. That men have a right to govern themselves we call, then, a Democratic idea. That kings derive their right to govern, not from their fellow-men, but from the Divine Being, is, with us at least, an exploded idea. That the bad should be punished and the good protected and rewarded, is an idea as widely spread as the human race. That one should make all necessary sacrifices, even to life itself, for the honor and safety of his country, is the idea upon which patriotism is based. That every one should make of himself, and for himself, all that he possibly can, is an idea that makes men enterprising, ambitious, earnest. That to the victors in a great political contest belong the spoils of office, is a pernicious idea. So much for the meaning of the word idea.

I propose briefly to illustrate the force of some of these ideas by showing what changes and reforms have sprung from them; to point out, if possible, what ideas are most forcible, and why they are so, and to indicate the connection of the subject with the teachers' duties at the present moment.

South of the Himalaya Mountains, in Asia, is a great and fertile peninsula,

called Hindostan, or negro-land, and called also, in a general way, India. This great country has now, and probably has had at any time during the last three thousand years, a population four times as numerous as that of the United States now is. Hundreds of years before Christ, while Europe, and for the most part, western Asia, was occupied only by savages and barbarians, the people of India were civilized, prosperous and powerful. The burning sun of the tropics, which is now commonly supposed to make the inhabitants of the hot and warm zones indolent and effeminate, certainly inspired the early inhabitants of Egypt, Babylonia and India, with a degree of enterprise and activity unparalleled at that period in other and more temperate climes. Indeed, all the oldest and most truly indigenous civilizations of the world, in either continent, we find in the torrid or hot zones. The popular idea that hot climates, while favorable to the most luxuriant development of vegetation and the lower animals, are unfavorable to the development of vigorous and intellectual men, is, perhaps, not very well founded. The negro is not a savage because he lives under the equator. We find that the people of Hindostan, a thousand years before Christ, had an extensive literature, flourishing manufactures, and commerce. As builders, we find them the architects of some of the grandest material structures that the world ever saw. The country was however cursed with stern and bloody and unjust laws and customs. Society was divided into hereditary castes or classes. Education, wealth, power, eligibility to office, respectability even, were confined to the higher and less numerous classes. To change the caste in which one was born, for a higher, was as impossible, as to an ante-Darwinian, it would seem for a reptile to become a lion or an elephant.

What must at the first thought seem very strange to us is the fact that this caste system, unjust and atrocious as it is, was not only considered by ninety-nine one-hundredths of the people of India as just and proper, but was even intensely popular with them. The great majority were proud of the system which oppressed and degraded the great majority. A somewhat similar condition of things existed a few years ago in the southern part of our own country. A very small minority of the white population were slaveholders; but the landless, moneyless, shiftless, sand-hillers and corn-crackers and cad'yuns, and white-trash generally, were more devotedly attached to the institution of slavery than even the wealthy aristocrats. Ill fared it with that man who in Louisiana or Alabama went about preaching the sinfulness of slavery, and advocating its abolition. No less unpopular and dangerous was it in India to speak against the caste system, and advocate its overthrow. In that land of vigorous men and unjust institutions, of a burning sun and early civilization, there lived about the time of king David the Psalmist a man of

great wealth, of royal birth, of great natural abilities, of thorough education, by the name of Ardha Chiddi. His rank and riches enabled him like Solomon to test thoroughly all the pleasures of the world, and like Solomon he found them "vanity of vanities, and vexation of spirit." Wearied of the world, he gave away his property, emancipated his wives, and retired from the active concerns of life at the age of twenty-nine. By severe self-denial he strove to free himself from all worldly hopes and cares. He meditated and fasted and prayed. Like Socrates he thought that he is most like the gods, who wants nothing. In his own words, "He who should conquer in battle, ten times, a hundred thousand, were indeed a hero. But truly a greater hero is he who has but once conquered himself." For the name which his parents had given him, he substituted that of Gotama, (which means "he who kills the senses.") Having found peace in his own soul, and having become impressed with the idea that he was entrusted with a divine mission to propagate the truth, he clothed himself in a shroud, drawn from the dead body of a female slave, and began to give instruction. He would enter no house; slept and preached under the shade of the trees; lived upon the simplest food, which he daily begged, as did Martin Luther, when a monk. He taught ideas then and there unpopular and revolutionary, doctrines which were not only likely to be disbelieved, but to be hated and feared. In four months he had five converts—in a year twelve hundred; and in the twenty-nine centuries which have since elapsed, his followers, under the name of Buddhists, divided into various sects, and spread over a large portion of the world have come to outnumber by far the disciples of any other religious teacher. To-day, four-tenths of the human race, nearly one-half, profess to regulate their hearts and their lives by the ideas taught by the shroud-bound fanatic, Gotama. Unlike Mohammed, he did not instruct his disciples to propagate their doctrines by the sword. Missionaries as zealous and devoted as the christian world, Catholic or Protestant, ancient or modern, has ever furnished, carried the idea of Ardha Chiddi not only throughout Hindostan but all the eastern part of Asia, the most populous and at that time perhaps the most civilized portion of the world. Of course these missionaries and their converts, Gotama and his disciples, were persecuted. What great reforms were ever accomplished except through the shedding of blood? From Hindostan, it is true, that Buddhism after having exerted a mighty and controlling influence for more than a thousand years was finally expelled.

Now what effects and lasting influence, aside from nominally changing the religion of the nations of eastern Asia, had the ideas of Gotama in modifying individual life, and in creating and modifying social and political institutions and national civilization. Fierce, roving tribes of Tartars and Mongols were

tamed, and settled down to the quiet pursuits of husbandry and the mechanic arts. The density of the population (there are no more densely populated countries in the world than some of these Buddhist States,) the zealous industry and orderly character of all classes of people, the vast accumulation of wealth show at least that their political institutions are not unsuited to their character.

Education has gone hand in hand with religion. In most Buddhist countries there is hardly a person who cannot read and write. The percentage of such persons is greater in Illinois than in many of the provinces of China. Institutions where the higher branches of learning are taught abound, and are magnificently endowed. Splendid and costly temples and monasteries and hospitals, dotting all the land, show the charitable and religious character of the people. Wonderful roads and bridges have been constructed which would have done honor to practical and imperial Rome in her proudest days. The literature of these countries, as is well known, is vast and varied. The great inventions and discoveries, such as printing, gunpowder, and the mariner's compass, which in Europe date not much farther back than the time of Martin Luther, had been old in India and China hundreds of years before that time.

The doctrines of Gotama would seem to have enabled thousands of millions of human beings to overcome the fear and dread of death. The missionaries tell us that the Buddhists meet death with incomparable resignation and tranquillity. The utmost liberality prevails among the different sects of these people as to each other's religious opinions. War or persecution on account of creeds is utterly unknown among them. "Sects are many, reason is one," "we are brothers," say they. How different from the rest of the world in that respect. The persecution of christians in China and Japan is owing to political, not religious considerations. Such are some of the more striking results of the doctrines taught by Gotama. Of the truth or falsity of his ideas we are not speaking, only of their force. Buddhism is at present a system of absolute atheism, and utter godlessness. It is associated with the greatest superstition and the most absurd forms and ceremonials. Long before Buddhism had been expelled from India, it had been overlaid with popular ornaments. It had its fables, legends, and miracles. In the various monasteries which abound in Buddhist countries are preserved a prodigious number of precious relics of the founder of the system. Could we collect all the thigh bones and toe nails, and pieces of spine and ribs, and locks of hair, and bottles of blood, and bits of shroud, &c., of Gotama, which are preserved in these monasteries, and whose genuineness has been proved, as we are assured, by many a well attested miracle, could we collect them and put them together and endue them with



life, we should have a fitting crew, marines and all, for the monstrous man-of-war which might be constructed from the reputed fragments of the true cross which are now, or have been during the last two thousand years, exhibited in various parts of christendom. Fraud and superstition, in Asia or Europe, whether called Christian or Pagan, lead to similar results. These monstrous superstitions and errors, however, only perhaps show more clearly, the immense force of the ideas which in spite of these drawbacks, can produce such wonderful and far-reaching results. The sincere and devout adherents of Buddhism (for there are such,) tell us that nothing but the supposition of a divine origin of their system, divine interposition in its behalf, and divine energy in carrying it out, can account for these results; that the success of Buddhism is itself the most stupendous of miracles; that ideas which in the midst of the fiercest opposition gained a foothold, and rapidly spread over half the globe, and continued to exert a controlling influence for three thousand years over nearly one-half of the human race,—ideas which tamed the savages, banished bigotry, made men liberal minded, deprived death of its sting, incited men to relieve the oppressed, to build hospitals for the helpless, to extend the blessings of education to all classes,—ideas which humanized the laws, (in many Buddhist countries capital punishment was forbidden,) made men exceedingly industrious and orderly and enterprising, and all this in spite not only of the open opposition of enemies, but, what is much more dangerous, in spite of the horrors and weakness and wickedness and superstition and hypocrisy and fanaticism of its professed friends; that such ideas could only originate in Divine benevolence and be made effective among men by Omnipotence, by a God. We however cannot believe that Buddhism is a Divine institution. Unquestionably the force which accomplished so much, was in the doctrines and their adaptedness to human nature, and not in the man who first preached them, however transcendent may have been his abilities, however enthusiastic his earnestness, and however wise and shrewd his method of inculcating his opinions. A strong man may, with great industry and energy and earnestness, roll up on the plain a huge ball of snow. The earnestness and vigor with which he works may attract the attention of passers-by; but when he stops his work, nothing comes of it. That is the test. A mere child on a mountain declivity may move a stone, which will detach a mass of snow, which will roll on increasing in bulk and weight, tearing up and carrying with it rocks and trees until it becomes an avalanche; which the mightiest army in the world cannot check for a moment, and which may blot out of existence a city, as a horse might stamp upon a fly. The force is not in him who starts the movement, but in that which is started, and in adaptation.

Now what were the forcible ideas preached by Gotama. His system of philosophy and theology was exceedingly profound—far beyond the comprehension of the masses of mankind; but his practical doctrines were, the brotherhood of the human race, the vanity of all worldly desires and pursuits, self-sacrifice, and an exceedingly stern morality. The essence of his moral doctrine was, “to eschew everything bad, to perform everything good, to tame one’s thoughts, to subdue the desires, lusts, and passions. All the mythology, sacrifices, penances, hierarchy, scholasticism, mysticism which we find connected with his system, have been superadded in progress of time, in different countries and under manifold circumstances. The three ideas which principally gave to Gotama’s preaching its power, and which have kept his system alive and vigorous, aggressive for so many centuries, are the religious idea, the idea of the equality of men, and the idea that every one should make of himself, and for himself, all that he possibly can—these three. The souls of men are so created that a proper appeal to the religious idea, to the idea of liberty, to the idea of interest, will arouse the human being to whatever of feeling or action he may be capable. The cumbrous ceremonies and superstitions, the unintelligible philosophy, the absurd and monstrous mythology, and legends and miracles of the Buddhist system, as well as the ignorance and weakness and depravity of man, were the weight which these three ideas had to carry in their open contest with the previously established systems of Asia. The measure of their success shows something of their power. By the religious idea I mean, first, the tendency to worship, revere, adore—inmate in the human race. Whether, and how much, that worship elevates the worshiper, depends altogether upon his conception of the being adored. Gotama had an elevated, but not a correct nor sufficiently definite, conception of a Divine Being, and in so far the religious idea which he preached lacked strength. Secondly, the religious idea implies in all men a moral sense, a conception of right, as differing from wrong, of an ought and an ought not. Hard by every created moral being grows the “tree of the knowledge of good and evil,” and every such being knows that God has commanded “Thou shalt not eat of it, for in the day that thou eatest thereof thou shalt surely die;” and yet like Adam he can eat if he will. Man was made to be a religious being, although too often like the Athenians in Paul’s time he erects an altar (in his heart) to the unknown God whom he ignorantly worships. That men are created equal, that they have certain inalienable rights, among which are life, liberty, &c., the fathers of this republic declared to be self-evident—equal, brothers, in a proper sense of the words.—equal, as God, who is no respecter of persons, looks on men.—equal, as human laws should look upon men.

That idea of liberty, of equality! What mighty influence has it not had in all ages in this world of ours! The idea of interest, that every human being should make of and for himself all that he possibly can, how much does the world owe to that. Industry, enterprise, ambition, spring from it; fraud, oppression, murder grow out of it, when not properly regulated by the religious idea. These three innate ideas, then, with perhaps a fourth, which might be distinguished from them—the duty of self-sacrifice—these collateral and closely connected ideas were the elements upon which the earnestness and eloquence of Gotama and his disciples wrought with such wonderful results.

The discoverer of the hidden force, gunpowder, developed a mighty physical power, which has in some respects revolutionized the affairs of the civilized world. He who excites to earnest action the religious ideas of his fellow-men, or their ideas of liberty, accomplishes a far more comprehensive and far-reaching revolution. Mohammed, of Arabia, who is called the imposter, meditated and fasted and prayed. He saw spirits, as he tells us, and received revelations from Heaven. He explained his doctrines and his mission to his wife, and she became his first convert, and they knelt in prayer together. Since that eventful moment, nine thousand millions of human beings—reasoning human beings like ourselves, have embraced as their own, the ideas of Mohammed.

Arabia, for thousands of years the home only of nomadic warring tribes, became a powerful nation. Mohammed united the power of the sword with his preaching. His idea of the unity of God, his idea of fatalism, of the duty of self-sacrifice, of a definite Heaven and a definite Hell, contributed largely toward making the Mohammedan soldiery the most enthusiastic, daring, invincible armies in the world. The Prophet died, but the powerful ideas in his system lived. Mohammedanism rooted out the ancient fire-worship of Persia; the corrupt christianity of Judea and Syria and Asia Minor penetrated into Hindostan, crossed the Hellespont, and overran Greece, Macedonia, Illyria and the plains of the Danube, and, by taking Constantinople, extinguished the proudest and highest civilization of Europe. It swept over the powerful christian states of Northern Africa like the simoom from the great desert, crossed the Straits of Gibraltar and established itself in Spain, which country it occupied for twice as long as it is from the discovery of America by Columbus to the present day. The Mohammedan princes encouraged literature, philosophy, the arts, and especially the sciences. Our own civilization owes very much to them in the latter particular.

The Mohammedans still retain possession of almost all the countries they have ever occupied, sick and lifeless as their system has now become. Alexander the Great conquered the civilized world; but when he died, his empire

split into fragments. The sword is not an idea. Napoleon made himself master of most of the states of Europe, but even before he died, these kingdoms reverted to their former conditions. Time forbids, nor is it consistent with our purpose to speak now of the gigantic errors of these systems which have shaken the world to its center. We can only glance at some of the mighty results of the ideas involved in the system.

Concluded on page 61.

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### THE NUISANCE AGAIN.

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I have no confession to make of accumulating a useless library by letting bores use my name to sharpen their augers; but I endorse heartily the advice in the January SCHOOLMASTER to avoid subscription books. Ministers and teachers are especially subject to the importunities of a class of peddlers, some of whom are exceedingly shrewd and designing. Others are not blame-worthy, but may as well understand that they can be more useful to society and to themselves in some other line of work. The books published by subscription must at least be sold upon very hasty examination, very often only known by specimen pages, and the average of them is below the execution and finish and contents of books of similar reputation, published through regular trade. People who know little of books are deceived as to cost and value. In the attempt of so many to live by their wits, it is coming to be necessary for all to be as guarded in dealing with strangers as the banks are. They will not pay money to a stranger on his own drafts, but require that he should bring some one to identify him. Some of these canvassing agents appreciate the point, and will offer the value of a copy of their wares to some one, preacher or teacher preferred, who will go around with them and introduce them. If books of any kind must be sold at all by subscription, the business can be put entirely in the hands of men who shall work only where they are known. It is not safe to deal with entire strangers in patent rights, Norway oats, or subscription books. That kind of trade is for the advantage of the seller, though the buyer, like Franklin's man who had his garret full of useless goods bought at auction, may flatter himself he has made a bargain.

For my own part I keep a few names of the books I want, and I have not been able to clear away the list of those I know to be desirable, so as to have any money to invest in the untested worth of canvassers' books.

## THE MARKING SYSTEM.

The fiat has gone forth from New England, the vatican of our public-school theocracy—yea, from Boston, the seat of pedagogical infallibility, has the fiat gone forth, that the marking system shall be no more.

No more 100's, no more 90's, no more 0's; no more 1 for *good*, 2 for *fair*, 3 for *indifferent*, 4 for *bad*! No more shall our pupils, like penitentiary birds, policemen, and horse-car conductors, be known by their numbers. Saith the Yankee schoolmaster, "'Mark no more!' 'Mark Twain,' 'Mark Antony,' 'Mark me Hamlet,' and 'God save the mark!' to the contrary notwithstanding."

And who dares to gain-say what the Yankee schoolmaster hath said? To say, "That's where I and Paul differ," were shrinking modesty beside the audacious irreverence of the remark, "That's where I and Boston differ."

When the opponents of the marking system say that it is an artificial incentive to study, they think they have exploded the system and its advocates as effectually as Sheridan blew up Terrace Block during the late fire in this city. Granted, that the marking system is artificial: so is clothing; so is civilization; and is not education itself artificial! True, education is the application of laws that are natural. The civilized man and the savage; the wild strawberry and the luscious Wilson, both claim the same mother in nature; one swelling with pride in having been well trained, the other equally proud in not having been trained at all. Education and civilization are outgrowths of human nature; so is the marking system. Teaching without a system of honorary distinction, is Orson; teaching with a view to rank and position, is Valentine. Let them say it is an artificial stimulant; let them call it tea, coffee, cider; champagne, if they will—yet give us the marking system. The real uses and benefits of a good education are beyond the comprehension of the child. They are too far away in the hazy and uncertain future to arouse his enthusiasm or rivet his attention. Years are almost interminable cycles to the mind of youth. The prospect of being Chief Justice of the Supreme Court is not nearly so exciting to his young ambition as the race to be first in his class, though the class consist of but "me and another girl."

Give him his mark, his rank, his relative standing; let him say to himself, "I am next to Mary and above John!" and he appreciates your work and enters more heartily upon his own than if you preached to him about developments and progress and the elevating tendencies of homogeneous cultivation, till the crack of doom. The mark is his reward, and has one quality which makes it more valuable than any other—it is immediate. His effort is a note that is cashed at sight; it is a bird in the hand of the present, worth a flock

of the warblers that hide in the bush of the future. And if the mark is a sorry equivalent for his honest effort; if he works for a mean, a silly, a trifling and unworthy object; something that dwindles to sickening insignificance when attained—then, he does only what his elders are doing in every part of the globe, and what they have been doing since the first hieroglyphic was traced in sand, and what they will be doing while the world continues to produce fools who carve their names in much resorted places or pay to have them chiseled on lying tombstones.

Animate nature is a well-graded school. Ask Darwin whether it is not kept running by the marking system and a grand and beautiful plan of promotions? Who would run the gauntlet of newspaper chimney-sweeps, to sit in Congress, but for the little figure, "Hon.," which is a much-abused piece of the marking system? How is your army organized and sent over the country like a prairie-fire? Thus: Corporal, Sergeant, Lieut., Capt., Maj., Col., Brig.-Gen., Maj.-Gen., Lieut.-Gen., General-in-Chief. Who dares say this is marking! "I number among my friends the elegant, the wealthy, the cultured," cries an opponent of the marking system. "I detest improper incentives to study, and, especially, that mischievous marking system," writes the Rev. Dr. Markham, D. D., LL. D., F. R. S., M. O. J. G. F. (for the rest, see the rear of the spelling-book, or the preface to the Biglow Papers.) A Principal opposes the marking system, who cannot write a letter to his wife without signing himself Geo. Monotone, Principal, though the statement is as false as it is inconsistent. A Head Assistant dislikes to mark pupils, but never objects to the cash and consideration to which the mark "H. A." entitles her.

How has Great Britain preserved her civil service from corruption and her municipal officers from Tammany tricks and traits? By making her servants work for marks, not for money; for stars, not for stealings; for honor, not for office; for garters, not for greenbacks; for coronets, not for corner lots. If

"The rank is but the guinea's stamp,"

then, our politicians and those of Great Britain are alike—they are all marking for *stamps*.

Not anywhere in this world can we go beyond the reach of the marking system; and not till we are all saints or philosophers shall we put forth our best efforts without the spur of coveted honor to urge us on. When wings begin to sprout from our shoulders; when we join the hosts above; then—no, indeed, even then, we must note the results of marking and titles of honor; for there we shall have our cherubim and seraphim, up to the archangel himself. And, should we, perchance, follow Orpheus, and saunter in the regions below, there,

too, we shall have the pleasure of studying a system of close gradation, carried on by "Powers, Princes, and Potentates," and lesser fry, from the little boot-black imp, up to the Grand Mogul himself seated

"High on a throne of royal state,—  
By merit raised to that bad eminence."

If heaven and earth and hades are best governed by the marking system why deprive the child's mind of so powerful, so harmless, and so universal an incentive to action?

J. MAHONY.

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### TELL US HOW.

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In a late number of the *Prairie Farmer* I find a lengthy report of the proceedings of the State Horticultural Society, which met in Jacksonville. Dr. Gregory is reported as follows:

"In the main, I agree with all that has been said by the essayist. I only wish to emphasize and supplement it in a few points. The common schools of this country have done a world of good, and if I criticise them, it will be for their improvement and not for their destruction. The studies in these schools seem to have been chosen by accident, except perhaps those of reading, writing and arithmetic, and some of them have no just claim to the place they occupy. Take the study of geography, which now fills years of time, burdening the mind with a mass of mere facts of place almost utterly useless, and impossible to be retained, and which in time of need forsake us. I appeal to all who read, for instance, the account of the late Franco-Prussian war, or of our own great civil war, if their knowledge of geography, learned, possibly, through years of study, at all availed them to follow the march of the armies. Were we not all compelled to learn our geography over again for the occasion? And yet the time wasted in this study would, if properly applied, serve to give us a fair knowledge of botany, zoology, entomology and the elements of chemistry, three great sciences of nature with which we have daily to do.

"And further, by reason of bad methods of teaching, years of valuable time are spent in teaching imperfectly what might easily be better taught in much less time. Take for instance, arithmetic, the best taught perhaps, of all the branches of common school learning. This study ordinarily occupies from five to ten years, or from the age of eight to that of eighteen years; and then, as our observations at the university conclusively show, the pupils are usually unable to pass a satisfactory examination.

"Give me a class of boys, of 12 or 14 years of age, and of ordinary ability and cultivation, but knowing nothing of numbers except to count, and I will agree to teach them in six months, all the arithmetic they need to know in a business life, and as much as they now usually learn in the six or ten years of its study in school."

I have nothing to say in defence of geography, although it seems to me it would not be difficult to convict the Doctor of what the lawyers call "special pleading," in reference to that study.

But I do want to know about the arithmetic. Dear SCHOOLMASTER, wont you coax our good friend the Doctor to tell us how to teach boys arithmetic enough in six months? For twelve years I have been trying to teach

the boys of this city arithmetic. After they have worked at it for *seven years* they come to me in the high-school. I confess with sorrow that I continue to dose them daily for six long months. Still another confession: I never yet told a class they might take up algebra, without feeling it would be better for half of them to study arithmetic another year! Of course, I know this is "by reason of bad methods," for the Doctor has said so. But this doesn't help the case. I certainly should be glad to see the time shortened that is now given to arithmetic, in our schools, but I should not wish to see less knowledge of the subject among our pupils. If a plan has been devised by which *better* results can be secured in *less* time, let us have it, by all means.

DECATUR, ILL., Jan. 9, 1872.

E. A. GASTMAN.

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### WHAT BECOMES OF YOUR SALARY?

Almost every paper, every magazine which we take up, has some article upon the necessity of female teachers obtaining the same wages, for the same kind and amount of work, as their fellow laborers of the sterner sex. It is not my object to put in a disclaimer to the fact, but to call the attention of our sister teachers to a point worthy of notice.

"What do you do with your wages?" It is easy to hear the answer, "Board and clothe ourselves." There is just the point. "How do you clothe yourselves?" If in purple and fine linen, velvets and diamonds, then your wants, in that direction alone, far exceed your salaries. If in a modest, neat, comfortable manner, not plain enough to be conspicuous, nor shabby enough to be poor, then it seems to me most of you could manage to *live*.

I asked a fellow teacher some weeks ago if she were intending to meet the "Association" at Dixon. The reply was, "I cannot; I have nothing to wear and cannot afford to get anything new." Poor Miss Flora McFlimsy!

We are training human beings for service in this world, and, we hope, a higher life in another. We need the highest culture that books, travel, and association with the best minds can give us; but we can not have it if our time and means are frittered away in a vain show of dress. If you would rather be living fashion-plates for some fashionable dress-maker or milliner, leave a profession where mind, *culture* and true worth are needed. When the people see that the majority—for there is a noble minority—of lady teachers are earnest and cultivated, striving by constant study and toil to fit themselves for their work, patrons will be willing and anxious to give you the due reward for your work.



*MY LOST FRIENDS.*

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(On the loss of my library in the Chicago Fire.)

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Gone, all my sweet friends, whose communion  
So long was the joy of my heart;  
So strong the true bond of our union,  
It seemed that we never should part;  
Though we find, at each turn,  
Full occasion to learn  
That the best of friends sometimes must part.

How pleasant they looked in their places,  
When on them my parting glance fell;  
Though turned from my sight were their faces,  
Yet even their backs pleased me well;  
Not like some whom we know,  
Who, if once they would show  
Us their backs, could not please us so well.

No poor words of farewell were spoken,  
No vow of remembrance was heard;  
The bond that can never be broken  
Is woven of more than a word;  
Though how often we find  
Lying round us, untwined,  
The loose strands, through the want of a word.

How greatly in them I delighted,  
Until they were gone, I scarce knew;  
So prompt with advice, when invited,  
So ready to shut up, when through;  
You can bear a great deal  
From a friend, when you feel  
That he knows how to shut up when through.

From these few remarks, you may gather,  
That though I may seem to bemoan  
The loss of my books, yet I rather  
Like sometimes to be let alone;  
Though it must be confessed  
That it does not please best,  
To be left on compulsion alone.

ENGLISH RAILWAYS.

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We make the following extract from the correspondence of the *Standard*; it very clearly states some peculiarities of railway traveling in England, which are remarked by all who visit that country.

"God made the country and man built the towns." The contrast betwixt them is perfect. From the one to the other is now made easy. I am a man of only fifty summers; but within my memory it took two days and as many nights' hard driving to get from London to Glasgow—a distance of four hundred miles—which is now easily done in ten hours. This speed is ordinary, and not "lightning express."

But though in this land we travel faster and get greater attention from our officials than you receive from yours, yet we are behind you a very long way in all the comforts of railway journeying. Our cars are, compared with yours, so many packing cases, divided into compartments of, *First, Second, and Third* class, entrance at the sides, with *no* cushions, *partial* cushions, and *tolerably good* cushions, accordingly. And when I sometimes describe your ordinary cars with their double sets of blinds, seats fitted in a manner superior to our first-class, iced-water filters, stoves and retiring rooms, the folks look at me with an incredulous stare—so much so that I seldom venture upon a sketch of your "drawing-room" affairs, lest I should be suspected of positive falsehood. I never so much felt the lack of your luxurious style of travel as on this journey down from London. The day was baking hot—the carriage low-roofed and without blinds—and although we called repeatedly at stations by the way, there was no chance of a glass of cold water to wash the dust out of one's mouth. The same inconvenience applies to hunger, and all the other wants experienced in "this earthly house of our tabernacle." And how long John Bull means to submit to this oppressive rule of our railway companies is unknown to the prophets amongst us. Brother Jonathan has taken our street-cars in hand; and in Liverpool, London, and other great centers, has—in the face of strong opposition from men of "vested interest" and "turtle-loving corporations"—laid down tramways, which are superseding our cramped omnibuses, and gaining great favor with the public. And it is hoped that our miserable railway system may next get revolutionized or reformed. For, within the space of six months, shares have risen to a point never touched since the fall of Hudson, "the railway king," in 1847; and the traffic receipts are proof that this is not the outcome of speculation, but the effect of a healthier commerce, which is also accompanied by greater economy in the general management.

## **EDITOR'S DEPARTMENT.**

Since our last issue several State associations have had an annual meeting. The SCHOOLMASTER has something to say to all who attend these meetings. It is not pleasant to hear as we are wont to do, expressions of contempt or disgust from some who attend. "The same old thing," "nothing new," etc., reaches the ear. If one does not like the association meetings why don't he stay at home. This spirit of fault-finding is an especially dangerous one for teachers to cultivate or even permit. Enough good can be obtained from any meeting of the above character to benefit the best. As the clergymen tell us, much depends upon the mental condition of the hearer.

These feelings are not confined to one class of teachers or to one State. Old and young are alike guilty. But a few months since we read the opinion of one who has grown gray in public-school work, in which fears are expressed, that, because at the association in his State, the faces of former years were absent or in the back-ground, and that new and young men and women were in the front, the value of the annual meetings was deteriorating. This is a very human if not sensible idea. We believe our Associations are just as good, yes, better than years ago when we first knew them; that a favorable sign is the increase in the number of workers; there are not near enough yet; and as for those who attend habitually these annual gatherings with chronic grumbling, let them stay away and let those who are satisfied enjoy themselves.

Another remarkable sign of the prosperity of our western meetings is the absence of petty political trickery and log-rolling. In Illinois many remarked the absence of everything of this kind. Now, then, the time approaches when we can make ourselves felt more than ever, for with no end in view but the most, ablest, and fullest public-schools of our land, all the army can with one accord move upon the enemy. We need to do this. Men sit on the judicial bench, in our senate-houses and representative halls, frame our organic laws as well as wield power at home, who yearly and daily fight our public-school system, because, alas! to say it, they are ignorant of its workings.

Teachers and friends of public-schools, we are gaining ground. Politicians can not always have us in their clutches, can not always have the public school to manipulate for their own interests if we, united, agree to push, and do push the rights of the people to be educated at the public expense.

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The *New York Nation*, in commenting on the career of James Fisk, jr., makes the following timely and sensible remarks:

"What we should, however, like to impress on the public, and not the public of this State only, but of all the States, is that the one practical consideration suggested by Fisk's career, is the danger of a corrupt judiciary. \* \* Had Fisk in his first bold attempt at robbery been met with the hand of an incorruptible judge, not only would his depredations have been stayed, but the courage would have been taken out of him. Nothing, we may be sure, did more to influence his imagination than his discovery that, in planning any raid or speculation, he could set down judicial decisions among the purchasable things as much as stock, or carriages, or hotel accommodations. \* \* \* A cheap judge is about as dangerous an article as a cheap gun; you can rely on a cheap gun's going off, but you can never tell at which end; and you can rely on a cheap judge's

deciding cases, but whether the rogues or honest men will profit by his decisions no one knows."

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We published last month an article on the evil of books "sold by subscription only," and the annoyance caused by agents circulating them. A correspondent, this month, gives us another article on the same topic. That is right, friends; "speak right out;" if we continue to suffer in this way, it is our own fault. But, if we shake off these blood-suckers, we must do it by main force; no sense of shame or decency will cause them to retire voluntarily. We know a man, who subscribed, not long since, for one of the brood of books relating to the Chicago fire. Not long after, the agent appeared to him with a smirk on his face, and informed him that he was ready to deliver his book. Our friend handed the agent the stipulated sum, and he produced three copies of the book, and politely told him to take his choice. "My dear sir," said the subscriber, "I don't want that book, and never did; I have no use for it. I subscribed to get rid of hearing your story; I had not time. Give the book to somebody who wants it." Did that agent pocket this plain talk, and carry off both book and money? Of course he did. Another man, we know, paid for Beecher's Life of Christ, three days ago. He took the book; but will be happy to sell it at one-third off from the regular price. *Who speaks* for the bargain?

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† Rev. F. H. Wines, Secretary of the Illinois State Board of Public Charities, pays the Normal University the following compliment, on page 63 of his report:

"In every point of view, the Normal University awakens pleasure in the mind of an intelligent, liberal observer—by the beauty of the grounds, the admirable appointments of the building, the perfection of the discipline, the thoroughness of the instruction given, the evident earnestness and diligence of the students, and the economy in its financial management. \* \* \* This university is second to none in the Union. It deserves and should receive public confidence, and the most liberal support."

According to the table given, the total expenditures since the founding of the institution has been \$407,117.45, and the present valuation of the real and personal property is \$312,000. The total cost expended upon each pupil of the Normal department since the opening of the school is stated at \$195.35. It should be said, however, that, if nothing is counted except what has come from the State revenues *as a gift*—that is, not as interest—the cost per pupil will amount to only a slight fraction above \$30. For, according to the same table, all grants of this sort from the State will only foot up \$63,214.91. When this sum is compared with the present estimated value of the property, it would not appear that the Normal University, *financially considered*, has been a bad speculation.

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In the editorials of *Scribner's Monthly*, we almost always find something regarding current affairs that commends itself very strongly to our judgment. The following extract from an article on "Shakerism," in the January number, hits a very ugly nail squarely on the head.

"It is curious to see how quickly the marriage relation begins to be tampered with when any body of religionists begins to get new light, or light additional to, or independent of, the christian revelation. The Mormon gets new light, and forthwith he gets new

wives. The Shaker gets new light, and straightway he divorces himself from woman-kind. The Spiritualists of the baser sort get new light, and adopt the most free and lazy policy of 'touch and go!' Always with new light this institution of Christian marriage shows, by its perturbations, how central and vital it is in our social system. To the observant philosopher this matter of marriage has become a sort of touch-stone in the examination of every new scheme of social and religious life; and it may safely be calculated that any scheme which interferes with Christian marriage—any scheme which interferes with its prevalence and purity, or undermines its sacredness, or cheapens its obligations—is either intentionally or mistakenly unchristian; sometimes the former, often the latter."

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SCHOOLMASTER: Philosophy teaches us that different bodies attract each other in direct proportion (ratio) to quantity of matter, and in inverse proportion (ratio) to the square of their distance apart. In Quackenbos' Natural Philosophy, we find that the earth contains 80 times as much matter as the moon, and that the sun contains 350,000 times as much as the earth. By the process of multiplication, we find that the sun contains 28,000,000 times as much matter as the moon. Then, if they were equally distant from the earth, the sun's influence upon the water of the ocean, would be 28,000,000 times greater than that of the moon.

The distance of the moon from the earth, is to the distance of the sun from the earth, as 1 is to 400. The square of 400 is 160,000, which is contained in 28,000,000, 175 times. Why is it that the sun's influence upon the water of the ocean, is not 175 times greater than that of the moon? Why does not the sun control the tides, instead of the moon?

Please answer through the columns of the SCHOOLMASTER.

W.

We presume our correspondent's figures are correct; at least, there is not much doubt that the sun attracts our earth with more power than the moon does. The tides, however, are not a direct result of the attraction of the sun or moon; it is a very bad way of stating it, to say that "the tides are caused by the attraction of the sun and moon," although there is a sense in which it is true. The moon causes a tide by the difference of its attraction on different parts of the earth; and the same may be said of the sun. Now, if the distance from the moon to the earth be  $a$  miles; then the distance to that part of the earth next the moon is  $a-4000$  miles, while the distance to that part farthest from the moon is  $a+4000$  miles. The attractive power of the moon at these several points will be inversely as the squares of these several numbers; and, as  $a$  is only about 240,000 miles, the difference of attraction at the two points on the surface as compared with that at the center, will be a considerable quantity as compared with the whole attractive force of the moon. Reasoning in the same way with respect to the sun's attraction, we must make  $a$  more than 90,000,000 miles. Hence, the difference of the attractive force at the three points as compared to the whole force of attraction will be only about one-third as great as in the case of the moon, although the attractive force itself is much greater. Most of our text books make a confused, and inconsistent explanation of the cause of the tides.

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ARITHMETICAL PROBLEM.—The following problem was found in the "Query Box," at an Institute lately. It is worthy of some careful thought, and we invite our readers and correspondents to send us a solution accompanied by an explanation; we shall take no notice of any explanation that is not purely arithmetical:

An agent bought 100 head of animals for his principal, paying just \$100 for them; for cows, he paid \$10 each, for sheep, \$3, and for geese 50 cents; how many of each did he buy?

## EDUCATIONAL INTELLIGENCE.

CHICAGO.—It will be seen that the per cent. of attendance for December is very low, lower, we believe than it has been for eight or ten years. It is but justice to state that the attendance is much better than is indicated by the per cent. The present plan of marking a pupil absent for six consecutive half days when he leaves school, now works to our disadvantage, since the number who leave has greatly increased since the fire. If a child goes to work, moves out of town, or dies suddenly while a member of school, he is marked absent for three consecutive days. This accounts largely for the apparently poor attendance. After the fire all special teachers were dispensed with, but at the opening of this term the music teachers (Messrs. Whittemore and Blackman) were recalled, and they have entered very heartily into the work again. The drawing teachers have not been recalled and probably will not be this school year. A report was presented to the board recommending the resumption of the study of German in the district-schools, but considerable discussion arose adverse to its resumption, and the report was withdrawn. The subject will come up for consideration at a future meeting. It is believed by quite a number of the members that it ought not to be again introduced into the district-schools, but be confined to the high-school, the same as Latin, Greek and French.

The friends of Cook county Normal-school feel quite sore over the position of the press and the intelligent public sentiment of the city respecting the exemption of the city from paying any part of the expenses of running that institution. They claim that untrue statements are made of the current expenses of said Normal, but we believe that in the main they are correct. We learn that its teachers (including Principal) were not paid for their services from the time of the fire till the first of January; from this time we understand they are to be paid their old salaries. We have heard, however, that the expense account as shown in the books kept in the court-house show that some salary has been paid once or more since the fire. We have not been able to examine for ourselves and cannot speak authoritatively. It is to be hoped that the County Commissioners will make some equitable disposition of the question when it comes before them.

At the last meeting of the Principals' Association the Superintendent made some suggestions upon the teaching of the fifth grade (next below the grammar-department) in the matter of definition of words from the reader, he thought pupils should not be required to define words of a metaphysical or obscure meaning; that after defining, sentences should be constructed containing the words defined; that words should often be substituted for those given and the sentences read with the substituted words; and that the words given and used should be spelled. He recommended that when classes begin geography in this grade, mathematical geography be omitted, but brought in connection with the descriptive part; that the study begin with oral instruction, with the school-room as starting point; that the globe be freely used in illustrating the mathematical part.

The Principals then discussed this question: "What should be the duty of a Principal of one of our schools?"

The question grew out of the idea that some of the rules which affect all Principals, but very unevenly, were made to correct one or two persons, and it has always seemed a little hard that all should be bound down by specific rules, when one or two are at fault. It was urged that he should have opportunity to know thoroughly the teaching ability of each assistant, both by personal observation of her work, and by regular examination of her classes; he should have time to give each case of discipline sufficient care and mature judgment, and not be obliged to dismiss such cases simply with a rebuke or warning; he should grade his school by careful examination of applicants and by written and oral examinations of classes as tests of the pupil's ability to advance or maintain his position; he should carefully examine for promotion; he should know the programme of each of his teachers; he should be a model teacher, and give model exercises to each division of his school; he should read, investigate, and study, and keep abreast with the progress of ideas in nearly all departments of knowledge. If he does this he will have no time for regular class instruction—that is not his work. \* \* \* The question was laid over for further consideration.

Teachers of the sixth grade are requested to meet the Superintendent at the Normal building the third Friday afternoon of February.

## REPORT OF ATTENDANCE FOR DECEMBER, 1871

	No Pupils Enrolled.	No of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
St. Louis*	25,480	...	22,580	21,121	94-5	6,737	.....	W. T. Harris.
Cincinnati, O.	24,691	25	21,646	19,796	94-1	9,017	.....	John Hancock.
Chicago, Ill.	26,123	18	23,370	21,378	91-5	.....	.....	J. L. Pickard.
Indianapolis, Ind.	5,428	19	4,783	4,415	92-1	1,291	6,931	A. C. Shortridge.
Dubuque, Iowa.	.....	.....	.....	.....	.....	.....	.....	Thos. Hardie, Sec'y.
Bloomington, Ill.	.....	.....	.....	.....	.....	.....	.....	S. M. Etter.
Evansville, Ind.	3,815	14	3,374	3,073	92-1	2,101	596	A. M. Gow.
Terre Haute, Ind.	2,439	19	2,515	2,177	94	1,029	770	Wm. H. Wiley.
Peoria, Ill.	2,146	15	2,010	1,869	93	259	899	J. E. Dow.
Decatur, Ill.	.....	.....	.....	.....	.....	.....	.....	E. A. Gastman.
Galesburg, Ill.	.....	.....	.....	.....	.....	.....	.....	J. B. Roberts.
Aurora, Ill.	.....	.....	.....	.....	.....	.....	.....	W. B. Powell.
West and South Rockford, Ill. }	1,111	18	1,056	990	93-7	420	338	J. H. Blodgett.
Alton, Ill.	1,041	17	947	887	95-6	557	304	E. A. Haight.
Ottumwa, Iowa.	738	20	553	513	92	290	127	L. M. Hastings.
Danville, Ill.	1,027	19	927	794-9	85-7	448	317	J. G. Sheld.
Goshen, Ind.	691	20	618	572	92-6	266	180	D. D. Luke.
LaSalle, Ill.	.....	.....	.....	.....	.....	.....	.....	W. D. Hall.
Macomb, Ill.	649	19	625	595	95	200	284	M. Andrews.
Peru, Ind.	.....	.....	.....	.....	.....	.....	.....	Geo. C. Manning.
Marshalltown, Iowa.	582	19	538	517	96	85	340	Chas. Robinson.
Geneseo, Ill.	597	14	543	512	94-3	207	221	S. W. Maltbie.
Dixon, Ill.	520	18	476	430	90	358	110	E. C. Smith.
Clinton, Ill.	498	19	463-9	429-5	92-6	32	159	S. M. Heslet.
Shelbyville, Ill.	531	19	506	456	90	262	162	Jephthah Hobbs.
Princeton, Ill.	561	18	527	505	95-8	110	215	C. P. Snow.
Edinburg, Ind.	.....	.....	.....	.....	.....	.....	.....	D. H. Pennewill.
Rushville, Ill.	.....	.....	.....	.....	.....	.....	.....	J. Coeyer.
Winterset, Iowa.	398	...	363	331	92	49	.....	Henry C. Cox.
Frankfort, Ind.	409	15	320	293	93	87	201	E. R. Staley.
Normal, Ill.	365	17	343	321	93-2	51	153	Aaron Gow.
Lincoln, Ill.†	902	77½	732	668	90	1,593	30	Israel Wilkinson.
Henry, Ill.	345	16	328-8	308-2	93-7	58	146	J. S. McElung.
Effingham, Ill.	332	20	301-3	282-1	93-6	297	126	Owen Scott.
Lexington, Ill.	286	15	270	253	93	418	70	D. J. Poor.
Belvidere, Ill.	275	15	264-7	247-6	93-5	61	146	H. J. Sherrill.
Shawneetown, Ill.	226	...	199	175	88	436	31	Jas. M. Carter.
Sterling, Ill.	500	19	424	404	95-3	140	143	H. P. French.
Monticello, Iowa.	320	19	303	275	91	150	.....	J. E. James.
Yates City, Ill.	178	21	164	151	92	56	48	A. C. Bloomer.
Maroa, Ill.	157	16	148	126	85	137	25	Ed. Philbrook.
Creston, Ill.	92	16	91	84	92	56	29	P. R. Walker.
Sigourney, Iowa.	378	15	357	310	91	165	.....	A. Updegraff.
De Kalb, Ill.	263	15	241	221	94	90	91	E. S. Dunbar.
Sheffield, Ill.	256	20	227	214	94-5	55	83	J. A. Mercer.
Toledo, Iowa.	226	19	203	186	91-6	134	.....	A. H. Storrett.
Heyworth, Ill.	178	15	150	138	92	156	29	J. R. McGregg.
Lyndon, Ill.	122	16	114	94	81-4	82	17	O. M. Cray.

†The Fall term.

WISCONSIN.—The report of the superintendent of public instruction shows that the schools of the state are in a very satisfactory condition. The state university is in a more prosperous condition than at any former period of its existence, and is rapidly growing in popular favor. The resources of the institution are not as ample as could be desired, and the attention of the legislature should be directed to this want.

The Normal-school fund now amounts to \$671,802 49, being an increase during the year of \$62,308 75. The increase for the year ending Sept. 1, 1871, was \$51,150 45; added to balance on hand Sept. 1, 1870, of \$17,588 09, made available increase to Sept. 1, 1871, \$68,738 54. Disbursements, \$33,969 45, leaving a balance on hand of \$34,774 09. The estimate for running the three normal schools now in existence at

Platteville, Whitewater, and Oshkosh, for one year, is \$40,000. The number of students is about 400.

The governor bears testimony to the admirable management of the reform school, and calls attention to the recommendation of the state board of charities that a similar institution for girls be erected.

The common council of Oshkosh tried the school-board for malfeasance in office. The affair ended in smoke.

KANSAS.—The public-school system is represented as in a very flourishing condition. Total fund raised for school purposes is \$1,075,000. The governor recommends a law compelling the attendance of children in school.

CONNECTICUT.—*Salaries in New Haven.* The Superintendent of public schools in New Haven believes that one way to improve the schools is to make the salaries high enough to invite and retain good teachers. The salaries in the city schools have recently been raised and now stand as follows: principal of the high school \$3,000; male assistant, \$2,200; one female assistant, \$1,000; two female assistants, \$800; two female assistants, \$700; one female assistant \$650. Principals of grammar schools, \$2,200; first assistant \$700; next grade of schools command \$650 and \$600; next lower, \$550; lowest salaries, \$350, to be increased \$50 per year until it has reached \$550.

MAINE.—Among the questions sent out by the State Superintendent was the following:

"Can you suggest any amendments to the school laws of the State?"

The school committee of Mariaville sent up the following: "We recommend the establishment of a Reform School for meddlesome parents."

IOWA.—*Marshalltown.*—CHALLENGE.—The following is the record of the higher department (including the high and grammar-schools,) of the public schools of Marshalltown, Iowa, for the month of November:

Number of pupils enrolled,	- - - - -	101
Number of days of school,	- - - - -	20
Average number belonging,	- - - - -	95.35
Average daily attendance,	- - - - -	94.525
Per cent. of attendance,	- - - - -	99.13
Number of tardinesses,	- - - - -	19
Number of days absence,	- - - - -	16.5
Number neither absent nor tardy,	- - - - -	77
Average absence of each pupil enrolled,	- - - - -	.160

A comparison of records of any public school or department thereof numbering more than 50 pupils is challenged. A limited number of pupils is named, on account of the comparative ease of holding a small number in hand.

CHAS. ROBINSON, Supt.

*Resolutions of the Keokuk County Teachers' Institute, Sigourney, Iowa; J. W. JOHNSON, Reporting Secretary.*

1st. RESOLVED, That the Boards of Directors of the several townships require a uniformity of text-books.

2d. That we deem it proper for the County Superintendent to report through the county paper the condition of the several schools of the county.

3d. That a Teachers' Institute is the best means within our reach of promoting the educational interests of the country.

4th. That the necessity of higher qualifications of teachers demands the establishment of a Training or Normal school in every county.

5th. That every child between the ages of seven and fourteen years, should be compelled by law to attend school, at least six months in a year.

6th. That we extend a vote of thanks to Profs. Piper, Gitney, Updegraff, and to others for the valuable instruction imparted to the Institute. Also, to the Rev. S. G. Hair, J. H. Saunders and others, for their instructive lectures.

7th. That a special vote of thanks be tendered Mrs. Kittle Hair for the use of her organ, ("Parlor Gem") and for the music voluntarily given by her and others.

8th. That we extend a special vote of thanks to our County Supt., J. A. Lowe, for the interest manifested by him in educational improvement during his term of office.

9th. That our thanks are due the Sigourney School Board for the use of the school-room, and to the citizens for the interest manifested in the welfare of teachers, and the success of the Institute.

10th. That a copy of these resolutions be given to the CHICAGO SCHOOLMASTER for publication.



ILLINOIS.—The State Association met at Dixon, according to announcement. The President, J. H. Blodgett, of Rockford, opened the first session. On the afternoon of the first day the President read his address.

A committee was appointed to draft and report resolutions of respect to the memory of H. S. English, late Vice President of the Association. The following report was accepted :

"The committee appointed to draft resolutions expressive of the feelings of the association upon the life and death of H. S. English, a Vice President of this body, who died at Cairo, in July, 1871; respectfully submit :

He was a good citizen, an honest man, and an earnest and successful teacher. We mourn his loss and tender our sympathies to the family of the deceased.

B. G. ROOTS, Chairman.

Sectional meetings were held the forenoon of the second day. The programme was generally carried out as announced. The severe cold marred the interest of the proceedings, although the efforts of Mr. Smith were vigorous to have everything warm.

Missouri sent congratulations which were received and acknowledged by telegraph.

Dr. Bateman spoke at length on Illinois School law.

Dr. Gregory's letter was read assigning reasons for his non-appearance.

The Association endorsed the "Whiting Bill," on county superintendents, now pending in the Legislature.

The committee upon the President's address reported the following :

"We commend as worthy of special attention the following points :

1st. The connection of free school education with political economy and social science.

2nd. The damages to the free-school system from bad financing.

3rd. The necessity of making better provisions in our larger towns for those pupils who are not able to fit into the regular grades.

4th. The tendency to turn to special studies before a good foundation is laid for a higher education.

We think the following points are worthy of consideration, but are not prepared to express any definite opinion upon them :

1st. The transfer of the teacher with the pupil from grade to grade, so that the personal influence of the teacher can be impressed more strongly upon the pupils.

2nd. The establishment of Polytechnic schools as a part of our school system."

HENRY L. BOLTWOOD, Chairman of Committee.

The following, reported by the committee on resolutions was accepted :

*Resolved*, That in the opinion of this association, any person, who shall, in future, accept a place upon the programme to take part in the exercises of this body, is utterly inexcusable for failure to fulfill his appointment, unless detained by sickness or death in the family, or by some accident which shall render it physically impossible for him to be present.

E. W. COY, GEO. HOWARD, MISS S. E. WICKS, Committee

The treasurer's report showed a balance on hand of \$44.95. The lecturers on first and second evenings were Col. L. H. Potter and Rev. D. L. Leonard.

The venerable "Father Dixon" was introduced to the association at one of the sessions.

The following officers were elected for the year 1873.

President, J. B. ROBERTS, of Galesburg.

Vice President at large, E. A. Gastman, Decatur; 1st District, B. R. Cutter, Chicago; 2nd, Geo. B. Charles, Aurora; 3rd, M. L. Seymour, Forreston; 4th, S. B. Groom; 5th, A. Clark, Galva; 6th, Wm. Brady, Marseilles; 7th, Edwin Philbrook, Maroa; 8th, John Hull, Bloomington; 9th, Matthew Andrews, Macomb; 10th, Jephthah Hobbs, Shelbyville; 11th, — — —; 12th, J. P. Slade, Belleville; 13th, Wm. McNeal, Pinckneyville. Secretary, William Jenkins, Ottawa; Treasurer, P. R. Walker, Creston.

H. L. Boltwood, Princeton,	} Executive Committee.
Aaron Gove, Normal,	
W. B. Powell, Aurora,	

## ILLINOIS STATE TEACHER'S ASSOCIATION.

## NAMES OF MEMBERS, TAKEN FROM THE TREASURER'S BOOK.

1 I Wilkinson, Lincoln	40 P E Hulse, Chicago	78 Geo Colvin, Pekin
2 J H Blodgett, Rockford	41 L M Barrett, Sterling	79 I F Kleckner, Freeport
3 O F Barbour,	42 C C Miller, Marengo	80 J A Mercer, Sheffield
4 Edwin Philbrook, Maroa	43 C E Mann, St Charles	81 W Woodard, Chicago
5 B G Roots, Tamaroa	44 G W Mason, Pekin	82 Harry Moore, Sandwich
6 E L Wells, Oregon	45 S C Allen, Westfield	83 C G Tarbell, Wauconda
7 M L Seymour, Forreston	46 J S McClun, Henry	84 J B Martin, Dalton
8 Wm Jenkins, Ottawa	47 W B Powell, Aurora	85 W M Martin, Sheffield
9 C S Holyoke, Chicago	48 H P Hall, Sycamore	86 H C Stanley, O'Plain
10 M Andrews, Macomb	49 J E Dow, Peoria	87 J D Wilder, Chicago
11 G S Paine, Waltham	50 Thos. Metcalf, Normal	88 W H Smith, Tonica
12 J W Gibson, Adeline	51 W Reeves, Washburn	89 J H Smith, Wyandot
13 C P Snow, Princeton	52 D Myers, Normal	90 J Low, Waukegan
14 J H Freeman, Polo	53 T J Shaw, Lacon	91 Geo Howland, Chicago
15 J Hobbs, Shelbyville	54 J R Parker, Cortland	92 F Hanford, "
16 E C Hewett, Normal	55 C S Edwards, Spariland	93 O S Westcott, "
17 D E Garver, Nora	56 J N Fuller, Sandwich	94 L D Moon, Moline
18 E A Gastman, Decatur	57 B R Cutter, Chicago	95 John Phinney, Sterling
19 D Webster Francis, Morris	58 W H Brydges, Elgin	96 J H Rolfe, Chicago
20 Wm Brauy, Marseilles	59 J W Cook, Normal	97 T H Clark, Aurora
21 J A Sewall, Normal	60 E Brown, Oregon	98 J B Shaw, Chicago
22 J B Roberts, Galesburg	61 E C Smith, Dixon	99 G W Low, Moline
23 P R Walker, Creston	62 A G Lane, Chicago	100 E S Holin, Round Grove
24 O M Cray, Lyndon	63 A Clark, Galva	101 C P Brainard, Rockford
25 W W Davis, Sterling	64 F Christianer, Abingdon	102 A J Sawyer, Sandwich
26 J Hull, Bloomington	65 A C Bloomer, Yates City	103 A T Smith, Polo
27 J R McGregor, Heyworth	66 A Etheridge, Princeton	104 H P French, Sterling
28 M E Phillips, Ashton	67 Geo Mills, Rochelle	105 W D Hall, LaSalle
29 C P Hall, Princeton	68 B G Allensworth, Elmwood	106 G S Wedgwood, La Salle
30 S S Ventres, Chicago	69 S W Crozman, Naperville	107 E P Frost, Peoria
31 G B Charles, Aurora	70 Harry Smith, Sterling	108 W W Ray, Altoona
32 E W Coy, Normal	71 Robert Childs, Amboy	109 J N Patrick, Springfield
33 H L Boltwood, Princeton	72 L C Gray, Kewanee	110 E C Brayton, Geneseo
34 Wm Isenberg, Bloomington	73 A Andrew, Rockford	111 S W Malbie, "
35 J W Bird, Knoxville	74 A W Duxley, Heanepin	112 E B Gray, Chicago
36 E Forsyth, Sunbeam	75 L Willard, Chicago	113 S M Etter, Bloomington
37 Wm B Hagne, Granville	76 R Edwards, Normal	114 Aaron Gove, Normal
38 M W Smith, Morrison	77 N Bateman, Springfield	115 J Piper, Manchester, Io.
39 O M Tucker, Lacon		

*Adams County.*—John H. Black, County Superintendent, has control of and edits the educational department of the *Western Agriculturist*, a family monthly, published at Quincy. So the work goes on; this is good. Let every man who knows about schools and school work (and these are much fewer in number than is generally supposed,) edit some part of a periodical. The newspaper is the medium through which the school problem can be effectively approached.

Mr. Black's opening on "Suggested Grades for District Schools" is to the point.

*Pope County.*—Sunday school and church services have been suspended at Metropolis on account of the ravages of small pox. The public schools have been closed at Golconda for the same reason.

*Randolph County.*—Under the management of Mr. Howard, as principal, with his able corps of assistants, I am glad to report the schools of Chester equal to any of their class, and our citizens should feel themselves flattered. No doubt this state of affairs is due in a great extent to the care and attention of the directors, Wm. Roberts, Dr. Wm. A. Gordon and J. Perry Johnson, as well as the efficiency of the teachers.—*St. Louis Republican.*

*Macon County.*—Teachers' Institutes have been held since Nov. 9, at each of the following places: Boody, Macon, Mt. Zion, Newberg, Harristown and Oakley. Many of our teachers disliked very much to give up the general institute for a "mere experiment;" but, so far, the experiment has proved an entire success, and all are entirely satisfied. The teachers have come together at the several places as workers, and not as so many "passive recipients." The people, too, many of whom "wanted to know," have given a fair attendance, amounting on two or three occasions, to crowded houses, at both the day and evening sessions. The exercises and discussions have been brought home as much as possible to present needs, and in the latter not unfrequently have pa-

rents and school directors been enlisted. Our programme provides for institutes yet to be held at Forsyth and Maroa.

*Woodford County.*—The Institute met at Eureka, on October 31. Prof. Metcalf lectured one evening. Profs. Everest, James and Radford, Misses Fishburn, Ellis and Smith were among the conductors of exercises. A. R. Rich, C. W. Patton and J. S. Evans, committee on resolutions, presented a report of thanks, which was accepted. The county Superintendent, W. H. Gardiner, was chairman.

*Marshall County.*—Marshall County Institute convened at Lacon, on Tuesday, under charge of T. J. Show, county Superintendent of schools. 75 teachers were enrolled by Wednesday evening. Mr. J. S. McClung, of Henry, Mr. O. M. Tucker, of Lacon, Mr. John Cook, of the State Normal School, Miss Bassford, of Henry, and H. L. Boltwood, of Princeton, conducted exercises. A lecture on the government of the State of Illinois was delivered by Judge Richmond, of Lacon, Tuesday evening, and on "Elements of Success in Teaching" on Wednesday evening, by Mr. Boltwood.

*Pekin.*—Population one-half German. Four school buildings, the main one, a fine brick, costing \$60,000.00; fifteen teachers, three male teachers, one of whom teaches German; an established course of study in the high-school; and the different schools graded in accordance with the system of public schools of Chicago; eight hundred pupils. The first class graduates one year from next June. GEO. W. MASON,

Principal High-school.

*Rock Island County.*—The Rock Island County Teachers' Institute was held in the High School building in Rock Island the 20th, 21st and 22d Dec. Sixty teachers *the Select*, of the county of course, were in attendance.

Two features of this meeting are worthy of notice and imitation. On the evening of first day, was a sociable in the High School room. In the room below, after the usual exercises, was served an elegant collation, coffee, sandwiches, cakes and fruit. The Rock Island teachers gave it special attention, and made it a success.

The other feature was the fact that the work of instruction was conducted by the teachers of the county. They were profitable and entertaining. J. F. Goudy the new city Supt., is doing a good work here. So is W. H. Russell, at Moline. M. M. Sturgeon, County Supt. was active and set a good example of industry in the work before the teachers of the County. G.

ROCK ISLAND, Dec. 22d, 1871.

*McLean County.*—The County Institutes are at Leroy, Towanda and Shirley. The efficient Superintendent of this county understands his business. The condition of the schools proves this. McLean is one of the largest counties in Illinois, and Mr. Hull manages to get over the territory in the year. The county board are evidently pleased with his work. If the supervisors could visit some other counties of the State and compare the effects of school supervision, they would be even better pleased with their own Superintendent.

NOTES.—The Superintendent of schools in Worcester, Mass., is making an earnest effort to enforce the compulsory school law. By this law, no child between the ages of ten and fifteen may be employed in any manufactory, unless he shall have attended a day school, twelve weeks within the year. Breach of the law subjects both employer and parent to a fine.—Mr. Thomas Hughes' plan of giving a free library to Chicago seems likely to succeed, notwithstanding the sneers of that old croaker who seems to have "out-lived his usefulness."—Thomas Carlyle.—The Connecticut State Normal-school had 95 pupils last term.—The office of the *Connecticut School Journal* has been removed from New Haven to New Britain.—There seems to be a good deal of discussion concerning the "marking system" going on just now. As usual in all such discussions, some wise things are said, and a great many foolish ones.—Sidney E. Morse, of New York, is dead. He established the first religious newspaper in this country more than fifty years ago. We think he was the author also of the first school geography in this country. We have somewhere a copy of it; it is now quite a curiosity. Prof. Morse, the inventor of the telegraph, is now the only surviving brother of the deceased.—H. T. Tuckerman, the poet, died last month, aged 59.—Dartmouth college has thirty-seven teachers, and four hundred students. There are 46,000 volumes in its several libraries. A new building for the Agricultural Department is completed; and an experimental farm of one

hundred-sixty-five acres has been procured.—Rev. Robert J. Breckenridge, of Danville, Ky., is dead; he was born in 1800. He was engaged in the work of instruction a large part of his long life.—Boston is debating the question of an additional supply of water for the city.—Preparations are making to dredge the Tiber; the work is to be done by a company who hope to find many valuable things that, in past ages, have been lost in the river, or purposely thrown into it, to save them from falling into the hands of enemies.

MISCELLANEOUS ITEMS.—Professor Henry says that the observations of the Smithsonian Institution, which extend over a period of twenty years, have as yet failed to confirm the popular belief that the removal of the forests and the cultivation of the soil tend to diminish the amount of rainfall.

Prof. Von Dollinger, who represents the reform party—if such a party can exist—in the Catholic church in Europe, is perhaps the first scholar in the Papal communion. And the determined opposer of the Pope's temporal power and the dogma of infallibility has, from his position, scholarship and courage in defending what he calls the old Catholic faith, as opposed to Papal assumption, commanded to an unusual degree the respect and confidence of Protestants throughout the world. A German paper states the following facts respecting him, which may not be accessible to all: He was born in Hamburg, in Bavaria, Feb. 28, 1799, was conspicuous for his talents and industry in his youth; was appointed Professor in the Lyceum Aschaffenberg in 1823, and a Professor of Ecclesiastical History in the University of Munich in 1826. In 1845 he represented the University in the House of Deputies. His Ultramontane tendencies lost him his place in the University, and in 1848 he was elected to the Frankfort Parliament. About this time he became conspicuous for his attempts at reforming the Papacy, and slowly assumed an attitude of opposition to the Pope's temporal power. In 1863 before an assembly of Catholic dignitaries in Munich, he took such bold ground for reformation as to decide his position and give him the distinction he has since enjoyed.

The Hon. John Eaton, Jr., commissioner of education, is printing a series of statistics to be embodied in his annual report, setting forth the relation of education to crime in the New England States. From this it appears—First, that eighty per cent. of the criminals in these States have no education or not sufficient to serve any available purpose in life. Second, eighty to ninety per cent. of the criminals have never learned any trade, nor are they masters of any skilled labor. Third, not far from seventy-five per cent. of the crimes committed are by persons of foreign extraction. Fourth, eighty or ninety per cent. of the criminals are intemperate. Fifth, ninety-five per cent. of the juvenile offenders come from idle, ignorant, vicious and drunken homes.

In the sparsely settled districts of Norway and Sweden, where there are not children enough in any neighborhood to give constant employment to a teacher, a system of traveling schools is provided. A public school-master collects a few children in some convenient room, instructs them for two or three months, then passes on to repeat the course in the next hamlet. In this way a modicum of instruction is secured to every child in the country. A similar provision for the children of thinly settled districts is made by the new school law of Georgia, the first experiment of the kind in this country.

There is a school in the Charleston jail, under the care of the jailor's wife, Mrs. J. C. Clausen. The method of instruction is somewhat peculiar, but admirably adapted to the condition and wants of the scholars. Upon the blackboard, extending around the school room, are written words of one or more syllables, arranged for beginners and those more advanced in spelling. After each lesson is thoroughly learned by the scholars, another is written upon the blackboard, thus doing away with the use of books. The same plan is adopted in reference to arithmetic. The pupils are drilled in the Ten Commandments, and are not permitted to leave the school room until they are perfect in the lessons of the day.

At Hunter's Point, Long Island, a number of the Catholic children attending the chief public school, lately refused to read from the Bible, although this is specially enjoined in the municipal charter. The refractory pupils were punished; but the disorder increasing day by day, Mr. Seibert, the principal, finally expelled all those in revolt. The consequence was a sort of *emeute* throughout the town, threats being freely uttered, and Mr. Seibert insulted in the street. In the school-room, some of the remaining pu-

pils thrust their fingers in their ears during the utterance of the Lord's Prayer, and were summarily chastised therefor. At present writing the unseemly quarrel continues, and it is said that those in revolt have the support of the Catholic priests. A report, apparently trustworthy, attributes the whole affair to a political complication.—*Christian Union*.

*The Origin of Shylock.*—A correspondent of the *Jewish Chronicle* calls attention to the fact that the original of Shakspeare's Shylock was a Christian and not a Jew. He quotes from the 11th book of Gregorio Leti's Biography of Sixtus V., in proof of this. A Roman merchant, named Sechi, heard that Admiral Francis Blake had conquered St. Domingo, and communicated the news to a Jewish merchant named Ceneda. The latter was so confident in the falseness of the news that, after repeated protestations, he said, "I bet a pound of my flesh that the report is untrue." "And I lay a thousand scudi against it," rejoined the Christian, who caused a bond to be drawn up to the effect that in case the report should prove untrue then the Christian merchant, Signor Paul M. Sechi, is bound to pay the Jewish merchant the sum of 1000 scudi; and on the other hand, if the truth of this news be confirmed, the Christian merchant, Signor Paul M. Sechi, is justified and empowered to cut with his own hand, with a well-sharpened knife a pound of the Jew's fair flesh, of that part of the body it might please him. When the news proved true, the Christian insisted on his bond; but the governor having got wind of the affair, reported it to the Pope, who condemned both Jew and Christian to the galleys, from which they could only be ransomed by paying a fine of 2,000 scudi to the Hospital of the Sixtine Bridge.

Prof. SANBORN TENNEY, of Williams' College, has spent the month of January in delivering lectures in various cities of Illinois. He opened the month at Rockford. This makes four years in succession that he has delivered lectures there. His next appointments were for Freeport, where he has also been in previous winters. His work has aroused considerable attention to Natural History topics in the places where he has been. His illustrations in Physical Geography are very ample.

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### ILLINOIS NORMAL.

PHILADELPHIAN SOCIETY,  
FRANK E. RICHEY.

} Editors.

{ WRIGHTONIAN SOCIETY,  
S. W. PAISLEY.

There are 179 ladies and 109 gentlemen enrolled in the Normal-department, at this time. A much larger number than usual are in the higher classes; the present prospect is that a larger class will graduate next summer than ever before. The Model-department is more full than usual, especially in the high and grammar-schools. The work is going forward quietly but earnestly. About the only real grievance of which the institution can complain is the total want of ventilation in the building. The air in the recitation-rooms is so impure at the end of a single recitation, as to be nauseous to one who enters from the pure air out of doors. It is simply disgraceful that such a state of things should be suffered to continue in a building that ought to be, and can be, a model for the school-houses of the State. Are the members of our Board of Education asleep, or do they care nothing for the health of the pupils, or for the good name of the Normal University? There is no longer any excuse for delay in this matter.

C. H. Crandell is teaching one of the city grammar-schools in Troy, N. Y. Salary \$1,400.

As the last month of the term is more eventful than the others, we can only notice briefly the more important exercises.

Nov. 18.—Notwithstanding the stormy evening, the Philadelphian hall was well attended. Misses Mollie Osborn and Alza A. Karr read the "Ladies Garland." Mr. Stickney delivered an oration. Mr. J. L. Hartwell made a speech on the importance of early rising. Nov. 25.—The Philadelphians offered a good entertainment consisting of a variety of exercises. The exercises commenced with an oration by Mr. A. D. Sabine; subject, "Aim High." Mary Edwards read a selection, entitled "The Count's little

Daughter." Newt. B. Reed delivered an oration on "The Important Events of 1871." The society adopted constitutional amendments that will hereafter prevent *disputes*, such as occurred at last year's contested election. Prof. B. W. Baker read a paper, entitled "Solid rather than Showy Culture." Dec. 2.—"The Ladies Garland" was read by Misses Alice Phillips and Amelia Kellogg. At recess the election of officers for the ensuing term occurred, and resulted as follows: Prest., N. B. Reed; Vice Prest., Flo. Pennell; Sec. Alice Phillips; Treas., W. C. Lockwood; Librarian, M. Brand; Chorister, Mr. Steward. This is the first election within our knowledge in which the Philadelphians had but one candidate for each office. After recess there was a debate on the following question: "Should Grant be the next President?" Aff. Messrs. Wood and De Garmo; Neg. Messrs. Colton and Brigham. This practical question, which must soon come before the American people, was handled by the young men in creditable manner. On Dec. 8 the Philadelphians held the last meeting of the term. The programme was more than usually attractive, the exercises having been prepared with much care, and arranged as a contest. The orations by Messrs. Hartwell, Hullinger and Corwine showed a careful preparation. The oration by M. A. Brand was especially worthy of praise. Misses Town and Mason favored the society with select readings. The most important exercise was a debate on the annexation of San Domingo. Aff. Ed. James and Chas. Barnes; Neg. W. C. Lockwood and Dick Templeton. Mr. James opened the debate. Mr. Lockwood followed. The seconds made speeches that would have been an honor to older speakers. The society closed with a laughable drama: "There's many a slip 'twixt the cup and the lip," participated in by Misses Kellogg and Hickey, and Messrs. Beggs, Hullinger and Reed.

The different sections in the Grammar-school had a contest in the Wrightonian hall, on Monday evening, Dec. 11. The hall was filled and the exercises mostly good. The Presbyterians lately held a festival in their new church, proceeds nearly \$300.00. The joint rules for drawing members into the two societies now permit all members of the High-school to become members of the societies without regard to age. On the first night of Mr. Roberts' term of office the weather was unfavorable. On the succeeding society evening the general exercises were as good as we are accustomed to hear in the hall. The reading by Mr. Edwards was excellent. The Washday, or "Blue Monday," was acted out very well. Miss Bass read an essay. Dec. 2.—The Wrightonians enjoyed a contest between different sections of the schools. It seems to be one of the best ways to bring out the talent and thought of the society. Miss Ford did herself justice in the recitation she had prepared for the occasion. The "Old Clock on the Stair," by Miss Effie Peter ticked and ticked naturally. Mr. Darnall's and Mr. Alexander's essays were good. They were much better than we usually hear on society evenings. Miss Franklin read a selection, entitled the "Brother of Mercy." There was much that was excellent in the reading of Miss Price. As to the character "when the cat's away the mice will play," we would say the old cat had better stay at home. The exercises for two weeks preceeding contest have been as good as we ever listened to in the Wrightonian's hall. We feel like commending the excellent manner in which the president has done his duty. Many exercises, indeed all are worthy of notice, but to avoid the somewhat monotonous way of mentioning all, I will say that all Wrightonians expect very pleasant and very entertaining exercises for next terms. We judge from the past. Mr. Baker, of the Grammar-school, has moved into another "state." Dec. 14, 1871.—We learn that Chas. Moore is married. R. C. Granville is teaching a colored school in Texas. Arthur Edwards is in Monticello.

The annual contest between the Philadelphian and Wrightonian societies came off on the evening of Dec. 13. The friendly feeling that has existed between the two societies is worthy of notice. By the persevering efforts of the committee, Normal Hall was decorated with evergreens, paintings and statuary. An admission fee of 25 cents was charged to keep out the *rabbie*, and to defray the expenses of printing. The wisdom of this plan was demonstrated at the contest,—the hall being well filled with intelligent, orderly people, and societies' treasuries replenished. The debate on the question, "*Is the policy of making land grants by the general government, in aid of railroads, a wise one?*" Aff. James Hovey and Geo. Blount; Neg. J. M. Wilson and J. E. Lamb, was won by the Wrightonians, 967 to 950. The instrumental music; Miss Reop, Wrightonian, and Miss Ware, Philadelphian, was won by the latter, 9.17 to 8. The Wrightonian paper was

edited by Misses Franklin and Monroe; the Philadelphian by Misses Gaston and Karr. The Philadelphian won the paper, 9.73 to 9.67. Miss Mary Stroud sang for the Wroughtonians; Misses Compton and Town, and Mr. F. W. Conrad sang for the Philadelphians. The Wroughtonians gained the vocal music, 9.07 to 9.75. On Thursday evening, Dec. 14, the senior class, and several other members of the University, organized themselves into a body known as a surprise party, and proceeded to the residence of Mr. W. A. Pennell. Miss Flo. Pennell was quite surprised to receive so many guests unexpectedly, but the visitors were perhaps as much surprised at the bountiful supper provided. All enjoyed the party, and thought it a splendid way to initiate vacation.

Jan. 6.—The first society meeting of the term. The hall was crowded. "Jolly Jonathan and his Neighbors," a comic song, by Mr. Stickney and others, produced a decided effect. J. M. Greeley gave an oration,—"Slavery the curse of Nations." Alice Phillips and Alza Karr read "The Ladies' Garland." Frank Richey then thanked the society for the honor bestowed upon him when he was chosen President, and asked for his successor the same hearty support which he had received. The inaugural address of the pres. elect, Newt. Reed, was carefully prepared, and received with hearty applause. After recess Mary Hawley sang, and Maggie Templeton gave a reading. A short drama, "Madcap," by Mr. Beggs, C. Hovey, F. Hullinger, Ella Morgan and Amy Kellogg, closed the exercises. Jan. 13.—Exercises began with music by Miss S. Ware. This was followed by an oration from Thos. McGrath, an essay by Chas. Colton, and a reading by Dell. Cook. Selections from "Henry VIII" were then read by Pres. Edwards, Prof. Cook, Prof. Hewett, Flo. Pennell and others. Prof. Hewett then read "Mother Goose." The reading was illustrated by tableaux which the audience seemed to appreciate.

The Philadelphians are to put a glass in the transom over the door to their hall "to beat the glass over the Wroughtonians' door, regardless of expense." The Phila. have recently made the last payment—amounting to \$100—on their new carpet, and are now agitating the question of new stage curtains, to cost something over \$75.

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## BOOK TABLE.

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*A Treatise on English Punctuation*, by JOHN WILSON, New York and Chicago, WOOLWORTH, AINSWORTH & Co. No little volume has ever reached us for which we entertain higher regard than for this. It is indeed much in little. It is no marvel that the twentieth edition is before the public. With a carefully prepared index, complete and nice statements for *all* punctuation, a proof reader can not err while a copy is within his reach. Because we do not agree with or adhere to all rules laid down, our high appreciation is none the less. In appearance, aside from its completeness, this work is a gem. Every reader of the SCHOOLMASTER needs this volume.

*Æsthetics or the Science of Beauty*, by JOHN BASCOM, New York and Chicago. WOOLWORTH, AINSWORTH & Co.

The publishers have not belied the title in their part of this work. It is a beautifully bound and printed volume of 268 pp., treating of "motives for the cultivation of taste," beauty in expression—in unity—in variety—in truth. The causes of ugliness of form—color—light and shade—motion—sound; of things which mislead taste, etc.

A pleasant volume as its title indicates for reading or study. Many maxims found like the following will bear much repetition: "We must study character,—where human character alone exists, if we would give that manhood to our men for which only, they have value."

*The Parser's Manual*, by JOHN WILLIAMS, A. M. Cincinnati and New York, WILSON, HINKLE & Co.

This book of 264 pp. embraces nearly every variety of English construction, arranged for convenient study. We are disposed to believe that the day of many textbooks on our language, treating the subject on the pull-to-pieces plan, is passing away.

We are beginning to see that it is not necessary to teach a child to separate a sentence into its parts *first*, but rather to put the parts together as the first step. We can recommend Mr. Williams' book to all who think they need a text book in parsing.

*Youth's Speaker*.—Selections in prose, poetry and dialogues, by GEORGE R. CATHCART, A. M. New York and Chicago, IVISON, BLAKEMAN, TAYLOR & Co.

This is a convenient and not expensive volume, just the thing for the teacher's desk. It seems to us especially adapted to the younger grades and we are at a loss to know why the title page presents its claims as suited to the requirements of common schools and *academies*. If the author is a western man and refers to our many so-called colleges, we have no word to offer, but we are thinking of our old New England academy. This is one of the best speakers for little folks we ever saw. We have read every selection in poetry twice to our six-year-old, and even now as we write, he teases to hear them again. If the teachers will provide themselves with this, they will always be ready when the pupil comes asking for "something to speak."

*Elements of Plane Geometry*. Part I, with an appendix on Mensuration, by THOMAS HUNTER, A. M., President of the Normal College of the city of New York, pp. 132 HARPER & BROTHERS.

This little work, though not radically different from other recent issues on this subject, will attract attention on account of the small compass in which Plane Geometry is presented to the student, while yet affording vigorous demonstrations of theorems, an unusual number of test examples, and a good appendix on the mensuration of surfaces. The author's preface is not as clear as some we have read; but we understand him to complain that results from the pursuit of this branch of mathematics show a radical defect in the mode of teaching. We believe he is right. He tells us that his little book "is very much needed"—an ample apology, surely, for its issue. Here follow the special claims set forth in the preface: "1. This work commences aright. 2. It contains more problems, solved and unsolved, than any other volume of its size extant. 3. It is more practical. 4. The appendix is valuable in applying the Geometry."

Mr. Hunter would place compasses and ruler in the hand of every student. "The students must commence with measuring; otherwise they are not studying Geometry." "They should draw lines of all sorts and sizes; they should place them in such a manner as to form all kinds of angles, triangles, quadrilaterals, and they should unite the names of the different figures. One of the chief difficulties encountered hitherto in the study of this beautiful science has arisen from the fact that the text-books in common use begin with a *theorem*, and that theorem none of the easiest. In the present work the first proposition is a *problem*." The problem chosen is this: "On a given straight line to construct an equilateral triangle." Of course, the previous exercises in drawing, together with a study of the definitions, have prepared the pupil to comprehend—probably to enjoy, also—the solution of this problem.

At the close of Book I, three "test examples" are solved, and are followed by thirteen others—the basis of a stelling review of the principles already given. Each of the five books, excepting the one treating of proportions, has from seventeen to twenty-four of the test examples; and each set is furnished with a key, wherein the proposition is designated to which the pupil may refer for the clue to the required solution. In some instances the first step only is given; in some, the drawing is furnished. We fear that the author, in the fullness of these keys, has failed to follow the judicious counsel presented at the close of the V book: "The teacher should be careful *not to show the pupils too much* in the study of the test examples."

We think well of this little hand-book. Some of the diagrams are in ill taste, being needlessly large, and with lines too heavy. The definition given of a straight line, "the shortest distance *between* two points," and the ambiguity attaching to the language of one or two of the problems, we think open to adverse criticism. But the author's two or three main thoughts deserve attention—most of all, perhaps, the belief that the *mastery* of these five books is worth more to a student than the knowledge and strength commonly attained by going over the whole range of plane and solid geometry.

*The American Intellectual Arithmetic*, containing an extensive collection of Practical Questions on the General Principles of Arithmetic. With concise and original Methods of Solution, which simplify many of the most important Rules in Arithmetic,



by JOHN F. STODDARD, A. M., author of the *Normal Mathematical Series*, etc. New York: SHELDON & CO. Chicago: W. B. KEEN & CO.

We have been using this book in certain of our classes, partly with a view to test the character of its problems, but chiefly that we might solve a problem of our own, viz: How to give our Normal pupils, within the six months allotted to arithmetic by our course of study, the greatest facility, confidence, and accuracy in the treatment of arithmetical problems.

Of the philosophy of the plan named we may speak at another time. We wish now to call the attention of any reader who may not have examined Stoddard's book, to some of its merits; also, to suggest wherein it may be made more practical. The volume is attractive, the number of examples is very large, and the grading, or succession, appears to be as good as we have ever seen. In many cases, more than one form of analysis is presented for a given problem. This is well—if for no other reason than that it suggests to a teacher who might otherwise fall too readily into another's tracks, the possibility of marking out a way for himself—nay, of according the same privilege to a pupil. Of course, this remark must not be taken with too much latitude. What we mean is, that a pupil who gives a *logical analysis in correct language*, shall be commended for so doing.

We speak the more earnestly on this point, from the conviction that forms of analysis when memorized before their significance is seen, are, like "working by the rule," open to the charge of producing "rote" work. Hence, however faultless may be the printed analysis offered in connection with a class of examples, we would allow its use only after its meaning has been clearly seen by the pupil.

We think that the problems in *Stoddard's*, especially those in the latter chapters, are framed with too much reference to avoiding fractions; take, for example, most of the problems touching Interest. The pupil ought not to anticipate that every dividend is to yield an integral quotient. Yet the variety is not small, nor is the labor so light as to make one wish for problems of far greater difficulty. A change in the point just criticised would make the problems more practical—more, that is, like those the pupil will meet in life. We hold that oral arithmetic is practical arithmetic. M.

*The First Biennial Report of the Board of State Commissioners of Public Charities*, for Illinois, is before us. It gives an account of each of the charitable institutions of the State, including the Normal Universities, and the Industrial University. A large part of the report is taken up with an account of the Insane. The suggestion that this class of unfortunates will be benefitted by giving them regular and constant employment seems to us very sensible. Accounts of the almshouses and jails in the several counties occupy several pages. It would seem that very few of these institutions are a credit to our civilization, while many are a disgrace, and not a few, positive nuisances. The report will repay careful perusal; and we think it will convince any one of the wisdom of establishing this State Board.

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## PERIODICALS.

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*The Massachusetts Teacher*. This old favorite comes to us in a new dress; the January number is beautifully printed, and is very rich in its contents; it has several articles of more than ordinary excellence; and its "Notes by the Way," and "Personal Intelligence," are especially interesting.

*The Western Educational Review*, St. Louis. It is announced in the January number of this handsome monthly, that the standard of the *Review* is to be raised, its pages increased in number, and the price to subscribers advanced. We heartily wish it abundant success.

*The College Courant*, published at New Haven, and edited by Yale College men, is the best college paper, take it all in all, with which we are acquainted. In typographical appearance it stands among the first, while in careful and correct editorials and extracts, it is as near perfection as weekly papers can expect to reach. Why could not it

critics forgive the *Pennsylvania Journal* for its hurried proof reading, in making Noah Parker, D. D., President of Yale!

We have received No. 1, Vol. 1, of the *North Pacific*, published at Forest Grove Oregon; Rev. S. H. Marsh, D. D., Principal of the Pacific University, is editor and proprietor. It promises well; and we cordially give it the right hand, editorial and educational. We learn from this number that Mr. A. J. Anderson, formerly of Lexington, Illinois, has been appointed to the Professorship of Theory and Art of Teaching in that institution. He is a good man and a good teacher; we congratulate him and the institution upon his appointment.

*Harper's Weekly*, for Dec. 23, 1871, contains a most interesting description of old Warwick Castle, in England. The article covers two pages, and is very fully illustrated. This old castle is one of the most famous and most interesting of all the old feudal castles in England; it contained very rich works of art, and many interesting remains of antiquity. We are obliged to put the last verb in the past tense; for, on the 4th of December the venerable pile was seriously damaged by fire; and many of its most interesting relics and works of art are now lost forever.

The *Fejee Times* is a good sized, eight-page paper. It is well supported by the native people. They do not dine on missionary in the Fejee islands, any longer.

*The National Sunday-School Teacher*, Chicago.—We are glad to see the bright face of this excellent periodical again. It is as good as ever; and this is high praise; for, we think it acknowledged by all who know, that this pioneer in this department of Sunday-school literature has never been equaled by any of its rivals. The office was completely destroyed in the great fire. The Publishers did not save a scrap of paper nor the scratch of a pen. It shows an enterprise characteristic of them, and of the city in which they live, that the *Teacher* is so soon on its feet again, and as handsome, and valuable, as it ever was.

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## PUBLISHERS' DEPARTMENT.

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WILSON HINKLE & Co's *Illustrated Catalogue* has been received. To those of our readers who are wont to think New England still stands far ahead of the rest of the country in educational matters, we would commend an examination of this Catalogue, which may be had on application to the publishers at Cincinnati. Printed in the most beautiful manner, containing the names of some of the very best publications now before the public, and covering almost the whole ground of instruction, except the classics and foreign languages; this little book is a fitting exhibit of that peculiar enterprise and tact which have enabled the publishers with true Western enthusiasm, to enter the lists with, and so soon rival, our old and long established houses in the East.—*Rhode Island Schoolmaster*.

We have received from *Hart & Anderson*, Rockford, Ill., 24 stereoscopic views, illustrating the destruction wrought in Chicago by the "Fire Storm." The views are very correct, and strikingly show the desolation of our city; to strangers they will tell more of what we have suffered than hundreds of pages of description. Price of the views, \$5.00.

Messrs. H. & A. are preparing several sets of stereoscopic views, illustrating History and Geography, for the use of schools. These views will be accompanied by a book of descriptions. There is no doubt that the stereoscope can be made a very efficient aid in the work of the school-room.

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME V.

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## *I D E A S.*

[CONTINUED FROM PAGE 38]

The religious idea, (with the doctrine of one omnipresent God, more clearly, definitely and simply expressed than in Buddhism,) the idea of self-interest, with the duty of self-sacrifice, and the idea of fatalism, are perhaps the most forcible ideas of the Mohammedan system. I can hardly think that Mahomet's sensual Heaven had as much influence upon the minds of his followers as some have supposed. There are many more powerful incentives to do and dare and suffer, than the prospect of sensual enjoyment. A Heaven of beautiful flowers and delicious fruits, of golden pavements, soft music, and enchanting women, if it could be fully believed in, would doubtless have its influence; but the one idea of honor will lead a soldier further than any of these considerations. There is something stern and earnest in the human soul, which sensualism does not reach. It is, however, in the Christian system only, that we have the religious idea, the idea of liberty and equality, and the idea of self-interest perfectly developed in their relations to each other.

I do not, however, instance the progress and conquests of the Christian religion as illustrating my subject, because, at first sight, at least, it might perhaps seem to many, that a system supernatural in its origin, attested by the most wonderful miracles, explained and exposed by direct revelation, operating supernaturally upon each individual soul—it might seem that such a system of doctrines and ideas was so unlike all things else as to forbid classification and comparison with them.

The Christian system is the stone cut out of the mountain, without hands, which Daniel saw, which smites and will smite the false system and kingdoms until they crumble to pieces, while that stone becomes a great mountain, and fills the whole earth. Time would fail me to speak of the

great ideas which prompted the crusades, with all their heroism, fanaticism, and courage. In the great reformation inaugurated by Martin Luther, known very properly as the Protestant Reformation, do we not see the idea of the liberty and equality of men before God, protesting against the claim of the church of Rome to bind the consciences of Christians by any decisions of Popes or councils. I have nothing to say against the church of Rome. It is itself a splendid example of the great and lasting force of an idea; but in that contest, human instincts and the God who created them were against the church of Rome, and on the side of liberty. They are always on that side, whatever church or system may be on the other. In the English revolution of 1650, the doctrine of the liberty and equality of men, not being thoroughly comprehended, was not strong enough to overcome the idea of loyalty and of the divine right of kings, until Cromwell brought into the field his iron-sides, soldiers thoroughly possessed with the religious idea, who prayed as well as fought, preached God and practiced his precepts, as well as obeyed the orders of their officers. Such men can conquer a kingdom or a world, and a commonwealth was established, the influence of which has extended to our own time.

In the French revolution, what devotion, what sacrifices, what heroism, what crime, what horrible excesses, do we not see evoked by the idea of liberty, equality, fraternity! A few years ago we saw in our own country a wonderful exemplification of the force of an idea. The Southern States of our union declared themselves an independent nation, and assaulted and took a fort over which waved the flag of the United States. The people of the Northern States certainly had no reason to apprehend any immediate danger to person or property. The South asked and wished only to be let alone. Farming and manufacturing, buying and selling, pleading and preaching might have gone on as before. Corn and wheat and wool and real estate would still have been in demand. Old men might still have taken their ease, and young men gone on with their studies, their professions or trades. War is always uncertain as to its results, perilous to those who engage in it, costly for all classes. Judging from the size of European States, the country was large enough for two independent nations. The people of the warm zone and those of the temperate zone, we are told, have never lived quite comfortably under the same government. But who then cared for any of these considerations? Who thought of them?

Tell the mother whose child is in deadly peril, from which she hopes to be able at great risk to extricate it, that she may lose her own life in the attempt, that the child is perhaps already so much injured that it is doubtful if it can recover. that she has besides this one, a large number of children.

Remind her that she is poor, that she has every reason to believe that the child will be much better off in another world. Will your arguments be heard? Instinct, the principle of natural love, teaches her to risk everything, to rescue her child; and instinct is always right.

The North was led into the late war by the instinct of patriotism, by the idea of nationality. We fought for that idea. The flag of the United States, which to most of us had hitherto been only the ornamental appendage of a holiday gathering, became the emblem of the nation's existence. Three-hundred-thousand of our bravest and best, in the flower of youth, died for an idea. It was well. Countless thousands of others sacrificed limbs, health, prospects; and they did their duty. Ideas, then, are mighty; nothing earthly is mightier. The most forcible ones as well as the weaker, however, often seem to work ill as well as good. Every man is a store-house, a magazine of powder, a steam-chest, or rather a case of steam-chests fully charged. If he cannot manage himself, and is not managed by others, he is likely to bring ruin upon his own head, and all around him.

A community, a nation, is made up of individual human beings, and its destiny depends upon the force, quality and training of these units. Each human being, again, so far as activities, character is concerned, is composed of individual appetites, desires, passions, affections, benevolent and malevolent. Each one of these is strong and worthy in its place and in its proper functions; but the character and destiny of the being depends upon his ability to harmonize and utilize all these desires and seemingly contradictory impulses. The human being with appetites, desires and affections—motive principles—ideas, is like the arctic traveler in his sledge drawn by a dozen Esquimaux dogs. If one of these brutes thinks himself too good to pull with the others—if two pull in opposite directions—if one pulls ferociously a little while and then falls back, the sledge makes but little headway. All must pull with all their strength; all the time in one direction. All must be trained, stimulated and utilized. So, a man cannot afford to neglect or despise or misunderstand or dwarf or kill any one of the motive principles with which God has endowed him. All must be stimulated. By infinite painstaking—by agonizing to enter in at the strait gate, all must be trained, subordinated, utilized, taught to pull in one direction. We see, then, that the most forcible ideas are those which rest for their basis upon the great primal instincts of the human race, the laws of God written upon the soul.

Maternal love is an instinct, a motive principle, an idea. That the mother should love, support, defend her child, is, then, a law of God. That we should worship a higher, a Divine Being, is an idea common to all races of men, in all ages and climes. It is an instinct, then, a motive principle, a

law of God. The idea that justice ought to be done, sooner or later will be done, to all men, is common to the human race in all ages. It also is an instinctive principle, a law of God. But I cannot and need not enumerate these great primal instincts of the race. They are, of course, sufficiently obvious. My friends, in this wide universe there is nothing great but God. On this earth, then, there can be nothing stranger, more forcible, than His laws. Some of these laws God wrote with his finger on tables of stone; but very many of them he has impressed, no less indelibly, directly upon the soul of each human being. These laws, thus impressed, are the instinctive beliefs, motive principles of the race. Do you wonder that such ideas are strong?

The instinctive belief—the idea—the voice of humanity in all ages and climes, is, that there is a God; that he is to be worshipped; that there is a distinction between right and wrong; that men are brothers; that they have a right to liberty; that a man should be active, energetic; that it is right and noble to risk everything for one's country; that justice will be done to all, sooner or later, &c. And this belief of humanity, this voice of the people of all ages and climes, is the voice of God. *Vox populi, vox dei*. A great idea marches on through the ages with a steady tramp, tramp, tramp, and you can no more deprive it of ultimate victory than you can check the stars in their courses. A man, a community, may seem to be making head, for a time, against a great truth. The mills of the gods grind slowly, but they grind exceedingly fine.

Finally, then, reforms, individual, social, political and religious, originate, thrive, become irresistible from the very constitution of human nature. They are great and permanent, in proportion as they appeal to the motive principles, ideas, instinctive beliefs of humanity. That they are not even more irresistible and wide-spreading and permanent in their effects; that vigor and virtue often die out of political and social systems that seemed of noble promise; that reformations need to be re-reformed, converts to be re-converted; that few good resolutions or pledges, few new systems, social or otherwise, few revolutions or new departures accomplish anything like the good to humanity that was expected and fondly hoped—all this is owing to the ignorance and weakness and selfishness of men. The most radical political and social reforms are most conservative, so far as their own systems are concerned. Intense earnestness is likely to make men bigoted. In the words of Whittier:

“Great grace, as saith Sir Thomas More,  
To him must needs be given,  
Who heareth heresy, and leaves  
The heretic to Heaven.”

"Scourged at one cart-tail, each denies  
The hope of every other;  
Each martyr shakes his branded fist  
At the conscience of his brother."

Few reformers can say, with the founder of Providence Plantation:

"I kept His plan, whose rain and sun  
To tare and wheat are given,  
And if the ways to Hell were free  
I left them free to Heaven."

Again, time eats out the vital force, the spirit of the noblest systems, laws, constitutions; and, in place of this spirit, men substitute form, ceremony, words. Buddhism, from being one of the most spiritual, has been for two thousand years the most atheistical, of religious systems. Instead of its original lively belief in the absolute equality and brotherhood of all men, we find Buddhist nations, without exception, ground under the heel (and that without protest) of the most crushing and cruel despotisms. The French revolution of '93, born of the instinctive and irrepressible love of men for political and religious liberty, baptized blindly in the blood of priests and aristocrats, promising new heavens and a new earth, adorned with many examples of the highest heroism, and stained with many of the blackest crimes, ended at the second deposition of Napoleon with the so-called Holy Alliance of Despots, sworn to assist each other in putting down, in Europe, all political freedom and constitutional government. No, not ended. The Holy Alliance could no more repress freedom, and secure stagnation and order, in that way, than a cup of holy water on the crater of Vesuvius could still the agitations and repress the upheavals of that sometimes sleeping volcano. Every true reform is a step forward in the real progress and improvement of the race; although, like the tidal billows inflowing upon the Atlantic coast, it may seem to recede as much as it advanced. We know that our world is the better to-day for all its social, political, and religious convulsions and agitations. Some of them, perhaps, seem to us blind and objectless. Now we see through a glass, darkly. The water-wheel in the mill, for days, months and years, putting forth in rapid succession one arm after another to check the inflowing torrent, and seeing all its endeavors end only in a seemingly fruitless revolution and agitation of itself, (if we can conceive it possessed of some intelligence,) might well imagine its effects and its agitation useless, but it little knows what glorious grists the master is grinding above, by its energy and unrest. The divine architect has so constituted human nature that we cannot help responding to, being moved by, certain influences; and, that our energies are consumed in vain, our faith in divine wisdom forbids us to believe. Many intelligent men become tired of reform,

because she, like the daughter of the horse-leech, continually cries give, give. The whole political history of England (to speak of an Anglo-Saxon nation) illustrates this most fully. The social and political institutions which perfectly satisfy one generation, and under which the country seems to prosper as it never had done before, are bitterly denounced by their children, and more liberty and less restriction called for; and these demands, obstinately resisted by many thoughtful and patriotic but unduly conservative men, have to be conceded, and the State is the gainer thereby—the gainer, not in general satisfaction and contentment, however; for, one series of reforms accomplished, only seems to make another more imperative. In our own country, too, we see the same restless spirit of improvement. What numerous and substantial, social, educational and political reforms have we not witnessed within the last thirty years; and yet, at the present moment, what a formidable list of subjects demands our immediate attention and action!

Temperance reform, moral reform, prison reform, labor reform, revenue reform, civil-service reform, educational reform, to say nothing of a dozen others, are continually dinned in our ears; and we can't but admit that in many of these subjects there is the most urgent need of reform. But when and where is this restless desire for change, this agitation, this party strife to end? At the millennium; not till then. When that which is perfect is come, then that which is in part shall be done away. Meantime, this struggle, this hunger for reform, is as favorable an indication of health, mental, social, national, as an appetite for food three times a day is of health, physical. The danger is only that we shall attempt to reform institutions and constitutions, overthrow and create systems, without a corresponding improvement in general intelligence and general honesty.

There are too few persons who understand what liberty means; for example, who can define, sharply define, desirable, practical liberty—for absolute liberty is either impossible or suicidal; too few who can see clearly that he only is a free man whom the truth makes free; too few persons who understand what a government should and may do, and what it should leave undone; too few persons who distinguish between motive principles, instinctive impulse, and intellectual character. The State recognizes the lack, the need, of intelligence, and through the public schools of the country aims to meet the want.

I cannot but think, however, that a very great and serious defect in our public schools all over the country is that they occupy themselves too exclusively in cultivating the intellect of pupils, and fail to do what they should in training the motive principles. The greatest reform before us at the present is, so to modify the public schools of the country as to make them accomplish



what they can and should in developing the character of the youth of our nation. Education, as commonly used in the expression—a limited education, a liberal education (without reference to its derivation), includes, as has been well said, and as all agree, three stages, three grades—three things to be gained: 1st. A certain amount of information, as of Geography, History, Physiology, &c., and an acquaintance with certain processes, as Reading, Arithmetic, Algebra, is meant. 2d. We place cultivation of the reasoning powers—the judgment; and, 3d. The development of a vigorous, worthy character. The first stage is valuable because, and so far as, it promotes improvement in the 2d; and the 1st and 2d, as they develop the third. All teachers try, to a greater or less extent, to secure these three objects—the application, the mental activity, the truthfulness, for example, of their pupils. In many countries the State provides for the education of the young; not because it makes much difference to the State whether children spell cough with an f, instead of gh, or whether they are sure that Queen Elizabeth was an old maid, but because it would be a sad thing for the State if the mass of its citizens were deficient in reason and judgment, and a fatal thing for the State if her citizens grew up with characters depraved, unreliable, worthless. That is, simply the third point to be gained in education, as we have divided the grades, is really the object; the 1st and 2d are subordinate as means to an end. It is supposed that the studies that I have mentioned in the 1st grade or stage will conduce to the cultivation of the reason and judgment, and that, certainly, reason and judgment and information will make a man vigorous and worthy. I know I am talking common sense; but, really, is it not frequently the case that fair scholars fail to become reliable, worthy men and women. The means fail to secure the end.

Is scholarship an unfailing test of worth? Is it not barely possible that we have paid too much attention to securing scholarship, and not enough to developing character. In fact, are there as many inducements held out to truthfulness and unselfishness, for instance, as to securing good marks and good reports? It has seemed to me, I confess, that, as teachers, we ought to cultivate in our pupils more definitely the great motive principles, instinctive ideas, of which I have been speaking. If scholarship does not necessarily develop a worthy character, let us resort to some other way of reaching that result. These motive principles certainly need the most careful watching and training, to keep them in harmony, and to prevent one from being developed at the expense of the others so as to control the whole man. Why, most of the apparent evils in the whole world originate in this way. The idea of interest, from which come energy, industry, ambition unduly cultivated, overshadows and dwarfs patriotism, self-sacrifice, the religious

idea—every instinctive principle. It becomes the controlling motive of all the man's actions. We call such men utterly selfish. We have all seen such men—thank God, rarely such women. Such a man might have been a good scholar, an excellent student, but he was never properly educated. The religious idea, unduly, morbidly excited and developed, drowns, in the Hindoo mother, even the voice of maternal love, as she plunges her child in the Ganges, overcomes all earthly affections, attractions, interests; in the case of the Monks and Anchorites, who condemn themselves to solitude and uselessness in order to worship in the name of God and ostensibly for his glory, it has led to the persecution, torture and death of countless thousands of whom the world was not worthy. Indeed, from the dawn of history, overshadowing all other principles, it has filled the world with superstitions, war, and carnage. An improperly developed idea of honor leads to duelling, as well as to many national wars. But, you can supply countless illustrations of this kind for yourselves. Now, just here, in moulding and harmonizing these motive principles, is where the master's hand is wanted.

It is well to teach Arithmetic and History and Physiology, but it is an infinitely better, higher calling to try to make noble men and women. Teaching the first, I say again, obviously does not insure the second. But it may be said the secular schools should only aim to cultivate the intellect, as it is called, with perhaps incidental attention to morality, and leave to the clergy the domain of the motive principles. I don't believe it. In the first place it is estimated that only about one-fifth of the population now in this country habitually attend church or are under the instructions of the clergy; and in the second place, an hour of Sunday-school instruction and one or two very imperfectly comprehended essays, once in seven days, are not sufficient training for the children who do regularly attend. Of course, if every family were what it should be, that would be the best possible training-school for the motive principles; but, as all know, that is very far from being the case. It would seem, then, that these motive principles, these ideas more powerful and controlling than aught else human, ought to be trained,—educated in the school-room.

How is it with the religious idea, the most powerful by far of all motive principles? Is that too powerful, too sacred for the schools to meddle with? The great question of the age in this country is, shall we have more religious culture in our schools, or shall we throw out what little we have. I am not discussing the question, as some have called it, whether the formal reading, to an inattentive audience, of twenty verses of King James' translation of the Bible, once a day, does much good; but whether, when educating a human being, you can afford to ignore the most important part of that being. As

a nation, we seem to have progressed just so far as to see that there are numberless superstitious beliefs in the world, and to feel disgusted with them; but men do not seem to remember that where there are many counterfeits the reality must be precious.

Roman Catholics claim that our public schools are nurseries of infidelity and godlessness, and they are withdrawing their children from them and placing them where, as they claim, the religious idea will be cultivated. I don't know how well they will attend to it, but emphatically I say, better throw up our whole system of public schools, and remit education to the denominations, than continue public schools and ignore the religious idea. No teacher is fit for that position who is not profoundly a religious man or a religious woman. It is, as you all know, a universal complaint that young people are not as reverent now as they were formerly. There is a growing distrust of the reliability and probity of men in public positions, a common feeling that every man has his price, and not a very high one either. The love of wealth, power, ease, vain display, more and more every day is numbing the religious idea. We live in an age of caueuses and rings. Is it not time then that a special effort was made to give a proper development to the religious ideas of the young?

L. H. POTTER.

## LANGUAGE LESSONS FOR INTERMEDIATE OR PRIMARY SCHOOLS.

### LESSON VIII.

#### QUOTED WORDS. QUOTATION MARKS.

"What is an exclaiming sentence?"

(Pupils give definition.)

"John, give an exclaiming sentence."

"O, how cold it is!"

"Mary, tell me what John said."

"John said, 'O, how cold it is.'"

Pupils repeat, spell words and write upon their slates, after which, teacher writes upon the board without punctuating. Two other sentences are obtained and similarly disposed of.

"Read what John said."

"O, how cold it is!"

"What are you doing when you speak the words that John said?"

"Copying his words."

"Repeating his words."

"You may use the word quoting."

(Pupils pronounce and spell the word.)

"What are you doing when you speak the words that John said?"

"Quoting his words."

"What may you call the words that you quote?"

"Quoted words."

"What are quoted words?"

"Copied words are quoted words."

(Pupils repeat and spell words.)

"Read the words that are not quoted."

"John said."

"Read the words that are quoted."

"O, how cold it is!"

"Look in your books and find sentences containing quoted words."

(Pupils find and read several sentences.)

"What is there to show which words are quoted?"

"There are two little marks before the first word and two after the last word."

"Look closely and see where they are put and how they are made."

"John, go to the board and complete the first sentence."

The other pupils give attention and criticise. The other two sentences should be completed by the pupils, after which, the sentences upon their slates should be finished.

"What do these little marks show?"

"They show which words are quoted."

"What, then, may we call them?"

"Quoting marks."

"You may call them quotation marks."

"What are quotation marks?"

"Little marks placed before the first word and after the last word of quoted words are quotation marks."

(Pupils spell words and write definition upon their slates.)

"When do you use quotation marks?"

"Why do you use them?"

"For to-morrow, make three sentences and find three others in your books, each containing quoted words, and write them carefully on your slates. Write the definition of quotation marks."

## LESSON IX.

### THE WORD O.

Review previous lesson and have the sentence, used to show the necessity of quotation marks, placed on the board.

Call for several exclaiming sentences containing the word O, and have each re-produced in such a way as to throw O into the body of the sentence.

Let some of the pupils write these sentences upon the board. The others should write them on their slates.

NOTE.—Some will use a capital letter in writing the word; others, a small letter.

After the pupils have been taught that O is a word, and after they have been made to feel the necessity of knowing what kind of letter to use when writing it, they may be sent to their books to find sentences containing it. From these they learn the *custom*, from which a rule can be made.

Correct the work on board and slates. Make and write many other sentences for practice.

## LESSON X.

### THE WORD I.

(Several pupils are sent to the board; the others use their slates.)

Ask a few questions like the following, and have the answers written:

When do you eat?

What did you tell your teacher when she asked you your age?

How many books have you and John?

Some will write I as a capital letter; others will use a small letter.

The work now necessary is apparent.

Follow suggestions given for Lesson IX.

Unite the rule learned in previous lesson with the one learned in this.

Let the pupils make and write many sentences containing I and O.

## LESSON XI.

### THE NOUN.

"What is this?"

"A bell."

"Spell the word bell."

(Pupils spell the word, and teacher writes it upon the board.)

Obtain and dispose of, similarly, the following: book, pencil, cup, Henry, Wednesday, Aurora.

"What are these on the board?"

"Words."

"Pronounce this word."

"Henry."

"When you see or hear this word, of what do you think?"

"A boy."

"What boy?"

"My brother."

"Why, when you hear this word, do you think of him?"

"Because that is his name."

"What kind of word is it?"

"A name word."

"Of what is it the name?"

"It is the name of a person."

"Of what is the word cup a name?"

"The name of a thing."

"Find other words upon the board that are the names of things."

(Pupils find pencil, book, bell.)

"Of what do you think when you speak this word?" (referring to the word Aurora.)

"Of a place." "Of a town." "Of a city."

"Why do you think of a place?"

"Because it is the name of a place."

"Find another word and tell of what that is the name."

"Wednesday is the name of a day."

"What is each of these words?"

"A name."

"Does any one know another word that means the same as name?"

(No hands are raised.)

"You may call these words nouns."

(Pupils spell.)

"What is a noun?"

"A name is a noun."

"Give me twelve names."

(Pupils give names and spell them.)

"Open your books and find three names of persons; three, the names of things; two, the names of places."

"For to-morrow, write ten words that are the names of persons; ten, that are the names of places, and two that are the names of things."

## LESSON XII.

### THE COMMON NOUN.

"What is this?" (touching one of the boys.)

"A boy."

"What are you?" (addressing a boy.)

"A boy."

(Address several boys and obtain similar replies.)

"By what name may all of you be called?"

"Boys."

"A boy may open the door."

(Several boys start to obey.)

"Why do so many of you start when I speak?"

"We don't know which one you mean."

"Why?"

"Because the name boy belongs to each of us."

"What name belongs to each of you?"

"Boy."

"What have you learned to call a word that is a name?"

"A noun."

"What then is the word boy?"

"A noun."

"Why is it a noun?"

"Because it is a name."

"Because the name applies to each of you, what kind of name is it?"

"A common name."

"What kind of a noun is it?"

"A common noun."

"What is a common noun?"

"A common name is a common noun."

"But when is a name common?"

"When it applies to each one of the same kind of objects."

"What, then, is a common noun?"

"A name that applies to each one of the same kind of objects is a common noun."

"Peter, bring me five things that have a common name."

"What are these called?"

"Books."

"What name may be given to each boy and girl in this school?"

"Pupil."

"What common name may be given to Miss ———, Miss ———, and Miss ———?"

"Teacher."

"Lady."

"Woman."

"What kind of nouns are pencil, pupil, teacher, lady, boy, girl?"

"Common nouns."

"For to-morrow, write a list of twenty common nouns, on your slates."

Be careful to spell every word correctly.

## LESSON XIII.

## THE PROPER NOUN.

"Jane, write your name upon the board."

(Pupil does so.)

"What have you written?"

"My name."

"Why do you say 'my name?'"

"Because it belongs to me."

"What other person in your family has the same name?"

"No one."

"Class, why do you think a different name from any other in her family was given her?"

"To tell her from the others."

"To how many in her family does the name Jane belong?"

"To one."

"What is this name?"

"A noun."

"What is a noun?"

"A name is a noun."

"Because this name belongs to one only, what kind of a noun is it?"

"A particular noun."

"A special noun."

"You may call it a proper noun."

(Pupils spell word.)

"What is a proper noun?"

"A particular name is a proper noun."

"To how many does a proper noun belong?"

"To one."

"Give a name that is common to those three things."

"Book."

"Give the proper name of each."

"Edward's Third Reader."

"Felter's Arithmetic."

"Webster's Dictionary."

"Open your readers and find five proper nouns."

(Pupils do so.)

"With what kind of a letter is each begun?"

"A capital letter."

"Find a proper noun that does not begin with a capital letter."

(Pupils fail to find one.)



"We have discovered another rule for the use of capital letters. What is it?"

"Every proper name should begin with a capital letter."

(Pupils should be required to repeat all rules learned, for the use of capital letters.)

Write on your slates:

"John and William went to Chicago last Saturday."

"Last Monday Sarah came to school with her sister Lucy."

For to-morrow, write on your slates twenty common and twenty proper nouns.

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### ASTRONOMICAL GEOGRAPHY.—V.

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In our last article, we considered the earth's axis as perpendicular to the plane of its orbit; and we observed what would be the effect of such a position in respect to seasons, and in respect to day and night. We saw that in this case there would be no change of seasons, and that all places on the earth's surface would have equal day and night; all this would be true, although the earth should rotate on its axis, and revolve about the sun just as it does now. I believe that all teachers who have carefully followed these articles will not only see these things clearly for themselves, but will be able to make them intelligible to any pupils who have sufficient age and mental culture to understand them.

Let us now consider the cause of our change of seasons, and of the varying length of our days and nights. Just two things about the position of the earth's axis need to be well understood, and to be carefully remembered. *First, the earth's axis declines from a perpendicular to the plane of its orbit with an angle of about  $23\frac{1}{2}^{\circ}$ .* I think this a much better statement than to say it is "inclined at an angle of  $23\frac{1}{2}^{\circ}$ ." *Second, the position of the earth's axis is always parallel to itself.* This fact is very important, and I think often it is not understood, or it is misunderstood. To illustrate it, let the pupil think of the plane of the orbit as some material thing, a vast sheet of paper, for instance. Now, suppose the axis to-day at noon to leave its mark in space, like a wire passing through this sheet of paper at an angle of about  $66\frac{1}{2}^{\circ}$ . Suppose a similar mark is left at noon to-morrow; and so on, at noon for each day of the year. Of course, there will be three-hundred and sixty-five of these marks; and they must all be thought of as exactly parallel to each other; they will be in the path of the earth, and will surround the sun. Now let us look at the results:

One of these marks will have its northern end inclined directly *towards*

the center of the sun ; that is, the axis and the line joining the centers of the earth and the sun will now be in a plane perpendicular to the plane of the orbit. Of course, in this case, the sunshine will reach  $23\frac{1}{2}^{\circ}$  beyond the north pole, and it will not reach the south pole by  $23\frac{1}{2}^{\circ}$ . All places therefore within  $23\frac{1}{2}^{\circ}$  of the north pole will be in the sunshine during the entire day ; and all places within  $23\frac{1}{2}^{\circ}$  of the south pole will enjoy no sunshine during the day. At noon the sun will be vertical over all points  $23\frac{1}{2}^{\circ}$  north of the Equator. This position of the earth's axis is reached about the 20th of June ; it is summer to all the northern hemisphere. The day circle will, of course, be  $23\frac{1}{2}^{\circ}$  from each pole ; and consequently the diurnal circles of all places north of the Equator will be unequally cut by it—the larger part being in the sunshine. Here the day will be longer than the night ; and the farther from the Equator we are the greater will be the inequality, until we reach the polar circles ; here these circles are not cut at all. In the southern hemisphere the greater part of the diurnal circles will be in the darkness. For places on the Equator, the diurnal circle will always coincide with the Equator itself ; and, as the Equator and the day circle are both great circles, they will at all times cut each other in halves ; hence, *to all places on the Equator, the days and nights must always be equal.*

On the opposite side of the earth's orbit, the south end of the axis will bear the same relation to the sun that the north end did in the case considered. When the earth reaches this point, then, all that we have been saying about the northern hemisphere will be true of the southern, and *vice versa*. This occurs about the 22d of December. At points in the orbit half-way between these two, neither end of the axis will point directly towards the sun in any degree—the axis and the line joining the centers of the earth and sun will be at right angles with each other. In this case, the day circle will cut through the poles ; and it will be perpendicular to all diurnal circles, and will cut them all in halves. Hence, at this time, all places will have twelve hours of day and twelve hours of night. These are the times of the Equinoxes. (*Equi*, equal—*nox*, night.) They occur on the 20th of March, and 22d of September.

I think when the position of the axis, and its results, at these four points are understood, there will be no difficulty in understanding the gradual change from one of these points to the next. Those parallels of latitude that are  $23\frac{1}{2}^{\circ}$  from the pole, we have seen, (August SCHOOLMASTER, Vol IV. p. 219), are called *polar circles* ; and those that are  $23\frac{1}{2}^{\circ}$  from the Equator are the *tropics*. The polar circles mark the greatest distance from the pole at which we may have entire sunlight or entire darkness through the twenty-four hours ; or, in other words, they mark the extreme points at which the diurnal circles may

not be cut by the day circles. The tropics mark the greatest distance from the Equator at which the sun may be vertical at noon. From what has been said, we see why these circles are  $23\frac{1}{2}^{\circ}$  from the Equator, or the poles, as the case may be. If the axis were perpendicular to the plane of the orbit, there would be no such circles, and consequently there would be no zones. If the axis were declined more than it now is, the position of these circles would be changed and the limits of the zones would be changed; for the distance of the polar circles from the poles, and of the tropics from the Equator, must always be as many degrees as shall equal the declination of the axis. If the axis declined  $45^{\circ}$ , the tropics and polar circles would coincide, and the temperate zones would disappear. If the declination were more than  $45^{\circ}$ , the torrid and frigid zones would overlap.

If I have been understood, it is easy to see by what a simple arrangement the Creator gives us all the beautiful and beneficent results of the changing seasons; and no one who appreciates them will be likely to believe with Milton that He thus placed the axis of the earth as a punishment for Adam's sin.

"Some say He bid his angels turn askance  
The poles of earth twice ten degrees and more  
From the Sun's axle." *Paradise Lost, Book X.*

Milton's wonderful poem is a guide quite as unsafe in science as in theology.

I hope that, with careful study, my statements will be intelligible to any young geographers who are prepared to grapple with this subject; but how unsuited is this part of geography to the very young learner!

NORMAL, Feb. 25, 1872.

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### LENGTH OF A DEGREE OF LONGITUDE.

Pupils often ask me the length of a degree of longitude on different parallels of latitude, and by what *rule* it is found. I have carefully examined every text-book on mathematics, geography, and astronomy, that has fallen into my hands—they have not been numerous, neither have they been limited to a *very* few—but have never found one that gives either a table of lengths of a degree, or a rule for forming one.

Believing that other country teachers, who have not had the advantages of a collegiate course, may experience difficulty in answering such questions promptly, I give a table prepared for the use of my school, and the rule by which it was formed:

PRINCIPLES.—*The lengths of a degree of longitude are proportional to*

the sines of the arcs extending from the poles to the given parallels, or to the cosines of the arcs extending from the given parallels to the equator.

RULE.—By proportion. As radius is to the cosine of the arc extending from the equator to the given parallel, so is the length of a degree on the equator, to its length on the given parallel.

Example.—What is the length of a degree of longitude on the 50th parallel, it being 69.5 miles on the equator?

As	Radius	10.000000
is to log. cos. 50°	- - - -	9.808067
so is log. of 69.5 miles,	- - - -	1.841985
to log. of length on given parallel,	-	1.650052

Corresponding No. 44.67 miles—length of a degree of longitude on 50th parallel.

Arithmetically.

	As.	10	:	nat. cos.	:: 69.5:	44.67.
Lat. 10°-68.44	Miles			.64279	60.18	Miles.
" 40°-53.25	"			" 70° -	23.77	"
" 95°-49.16	"			" 80° -	12.07	"
" 59°-44.67	"			" 89° -	1.21	"
" 60°-34.75	"			" 95° -	0.09	"

It is not claimed that the foregoing table is critically exact, though it is believed to be sufficiently accurate for all practical purposes. If any of the learned ones who contribute to the columns of the SCHOOLMASTER, will give a more correct table, or a simpler rule, it will be "thankfully received" by some of the *home-made* teachers of our country schools.

I would suggest to authors of text-books, on geography and astronomy, the propriety of giving rules for finding distances on globes and maps on all portions of the earth's surface; necessary tables, principles on which such calculations are based, etc. The great mass of our youth have their opportunities for gaining an education, limited to the common schools. They look to their teachers and text-books for assistance, but too often fail in both. An advanced work in geography should certainly teach the pupil how to measure the distance between two cities, situated on the same parallel of latitude.

UNION SCHOOL, Macoupin Co., Jan. 21, 1872.

E. A. P.

Our correspondent's table contained the length for every degree of latitude from zero to 90°, when we received it, but want of space compelled us to abridge it as above. On p. 60 of *Robinson's larger Astronomy*, will be found the demonstration of our correspondent's principle. The arithmetical rule is more briefly stated thus: *Multiply the length of a degree of longitude at the Equator by the natural cosine of the latitude.* The Equatorial circumference of the earth is 24,939 miles—*Peabody's Astron.*, p. 27—hence, a degree of longitude at the Equator contains  $24939 \div 360 = 69\frac{1}{6}$  miles, instead of 69.5 miles.—ED. SCHOOLMASTER.

### HOW TO PREVENT TARDINESS.

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Little has been written upon the evils of tardiness, but probably none of our school annoyances have called forth so many ingenious plans for their avoidance.

The reasons offered by our pupils for their absence during the opening exercises of the school, are as varied as their home surroundings, but may all, with only exceptions enough to prove the rule, be assigned to one cause—the want of a certain responsibility on the part of the pupil—which must be instilled by the teacher.

We assent to this, but the *practical* teacher (there are too many who are not) asks “How is this to be done?”

All agree that of two evils it is wiser to choose the lesser. If in our efforts to make the record of tardiness commendable, we have made another record of an infinitely less praiseworthy character, then we are progressing in the wrong direction. If, for instance, we could look upon the revengeful thought and wounded sensitiveness of the boy and girl subjected to the ridicule of teacher and school-mates because they were tardy; or if, we could be shown the passion aroused by bitter, harsh words, or the recklessness in regard to other duties of the day, caused by the thought—“It makes no difference now, as I have been tardy;” if such a record could be disclosed to us and should be found to overbalance the good results of a fine report for the public print, then we should beware of our methods.

Again, where extreme measures are resorted to, to avoid this never-ceasing annoyance, attendance is frequently lessened, for many children, on finding themselves too late for school, rather than bear the torture of the “tardy song,” or any similar barbarity, will turn back and spend the half-day in the streets, or idly at home, usually, though, in the former way. Is it not possible therefore, for a school to show an excellent record, so far as tardiness is concerned, and still not be as good a school as another with a far less commendable report?

None can feel the annoyance of tardiness more than the teacher who has seen, and I am sorry to confess, used some methods to avoid it which were more harmful in results than the unnoticed dilatoriness of the pupil would have been, and therefore would advise not only a careful consideration of means but judicious thought in regard to the *end*. There is a way of reaching every pupil, not that any *one* teacher has reached every pupil successfully, but he *may*. Let the personal influence of the teacher lead the pupil to realize that he, with the teacher and his school-mates, is to make the school what it is; that no *one*—teacher, or pupil—can make it successful

alone; that the school as a body depends, to a certain extent, upon him individually as a member for its good name and standing in public; that whatever of credit it may deserve and receive, he receives a share, and that in meriting the good opinion of others, he should do no less than the best he can, in all respects; and that in the matter of punctuality he can assist materially. If a pupil feels this and is tardy it will be from an unavoidable cause on his part.

These results can be reached by the proper personal influence of the teacher, not only in public and private interviews, (which should be few,) but at all times and in all places where he comes in contact with his pupils.

School Boards in some places pass resolutions and offer for the assistance of the teachers, certain rules in regard to compulsory punctuality and attendance, which if carried out "in the spirit and letter of the law," are often far from bringing about desirable results, yes, in many cases result in a state of affairs exactly the opposite from what the true teacher desires. By these measures we are often forcing the mind of the pupil into a position from which, when the restraining force is removed, it rebounds with destructive reaction, instead of reaching the heart first (and this can never be done by rule) then working outward from that, laying a foundation sure, steadfast, and strong, and upon which the habits of the man may be built without danger of downfall in the future.

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### EDITOR'S DEPARTMENT.

*Solution of Arithmetical Problem in February SCHOOLMASTER.*—Every time he buys a cow, he must buy 18 geese, or 19 animals, in order that the average price may be one dollar. In the same way, we say that every time he buys a sheep, he must buy 4 geese, or 5 animals. Now, can we separate 100 into two parts, one of which shall be a multiple of 19, and the other a multiple of 5? We can separate it into 95 and 5, and fulfil these conditions. Hence, he must buy 5 cows, 1 sheep, and 94 geese. This is the only possible answer to the problem. We have received correct solutions from P. D. S., of Polo, Ill., G. W. B., of Oquawka, Ill., S. S. M., of Belle Plain, Kan., H. W., of McConnellsburg, Pa., and L. M. H., of Ottumwa, Iowa. All the solutions are explained essentially as above, although that of L. M. H. is in the most compact form. He also mentions that a similar question is given on page 378 of Robinson's Higher Arithmetic.

We now propose the following problem, and ask for *algebraic* solutions only; let them be complete and clear. If a man buys cows at 11 dollars apiece, sheep at 3 dollars, and geese at  $\frac{1}{4}$  of a dollar, how many of each can he buy, that he may get 100 animals for 100 dollars?

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The House of Representatives at Washington has passed an education bill which provides that "the net proceeds of the public lands are forever set apart for the education of the people." For the first ten years, the proceeds are to be distributed to the States in the ratio of the "illiteracy" of their population. A certain portion of the money so received is to be expended, at the discretion of the legislature, for the instruction of teachers for the common schools. These funds are to be used solely for the payment of teachers' wages. We are glad to know that Congress can turn aside from the granting of subsidies and the making of presidents to spend some thought upon the problems of education and labor. We hope that Mr. Hoar's bill creating a labor commission will not be without some good fruits. There are questions pertaining to labor and its rewards that must be met and settled; we hope their solution is not to be left entirely to hot-headed fanatics and admirers of the French Commune.

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A trouble has arisen respecting the settlement of the difficulties between England and America, under the Washington treaty. The *Nation* says there is great danger that the treaty may be set aside. That would be a sad step backward, and ought to bring lasting odium upon either party whose course should cause such a result. The dissatisfaction at present manifests itself only in England; whether there is any reasonable ground for it, we are not prepared to say; but we would express strong condemnation for the newspapers in both countries, which are attempting to arouse bitter and hostile feelings in the breasts of the citizens of their respective countries. Many appear to be active at this devilish work.

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*Scribner's Monthly* for February has a long editorial on the evils attending the modern system of warming, or *heating*, our houses. We believe, however, that there are those who know how to supply dwellings, school-houses, halls and churches plentifully with air that is both pure and warm at the same time. Any who are interested in this matter, we would refer to the advertising pages of the *SCHOOLMASTER*.

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The *College Courant* publishes a letter from Hon George Bancroft, dated July 4, 1871. It is addressed to Pres. Eliot of Harvard University. Mr. Bancroft offers to give \$10,000 to endow a scholarship, to be called the John Thornton Kirkland Scholarship; and the proceeds of his gift are to be used to defray the expenses of this scholarship. The incumbent is to use the money in prosecuting his studies at some foreign university. More than fifty years ago, Mr. Bancroft was sent abroad on a similar errand, through the influence of Pres. Kirkland, and spent over three years in Europe. He now makes this gift to his *alma mater*, in memory of that favor. Mr. Bancroft says in his letter: "I wish, therefore, to found a scholarship on the idea of President Kirkland, that the incumbent should have leave to repair to some foreign country for instruction. Merit must be the condition of the election to the scholarship; no one is to be elected who has not shown uncommon ability, and uncommon disposition to learn. Of course the choice should fall on some one who needs the subsidy." He wishes no one to hold the place for more than three years; and desires that incumbents

should, on their return, aid Harvard by service in instruction; or, if prospered in life, pecuniarily, by some endowment, in their turn.

*Beware of it.*—We have seen a book entitled "Elements of Geography and History," by W. S. Clark, accompanied by so-called stereoscopic views. The book is published in Rockford, Ill.; and, we hear that many district school directors have been induced to buy it with the accompanying views, for purposes of illustration in their schools. We have not read all the book, but do not hesitate to pronounce it one of the worst things for directors to purchase that we have seen since the publication of A. B. Israel's maps. There is scarcely a page on which there are not the most flagrant errors—errors of fact, errors of rhetoric, errors of grammar, and errors of spelling. Many of them are monstrous, and some of them are sufficiently ridiculous. We think such of the views as we have seen are no better than the book. Both are beneath particular criticism.

Nevertheless, we have believed, and we still believe, in the usefulness of the stereoscope in the school-room. We learn that other parties in the same town are preparing a book and views for a similar purpose. We hope they will give us something worthy of use; but, if they cannot do *much* better than their townsman has done in his attempt, we advise them to stop before they begin.

We have in hand, ready for April, an article from Dr. Gregory in reply to that of Mr. E. A. Gastman. (p 41, vol V., SCHOOLMASTER.) on "Tell us How." It is pleasant to know of the interest created in many quarters by that article. We are ready and willing to believe that Arithmetic and Geography are pored over in our schools during too long a time, but as yet have not discovered that injury or weakness has followed the study of either science. Agitation on this question is needed.

Sir Charles Dilke, who has made such a stir in England, by his attack upon the expenses of the Royal family, recently, made use of the following language in a public address:

I speak not for others—I do not pretend in saying this to represent the views of any man—but speaking for myself, I should be a Republican if a Republic were more costly than a Monarchy. I think that the training that you can give to the young under a Republic is nobler—in its absolute substitution of merit for birth—than any training that is compatible with Monarchy. I consider that the mere fact that every place in the government of a Republic is accessible to every citizen, is of itself of enormous value as a moral lever.

The SCHOOLMASTER has been asked by several, for an article on tardiness. A lady friend has kindly undertaken the task and we present with this number the result of her writing. After all that can be said, there are some things about teaching and disciplining a school, that can never be told. One does certain things, accomplishes certain things, but how, exactly how, even the doer is unable to explain. No two can hope to prevent tardiness in exactly the same way. We urge every one not to make tardiness so great an offence that the pupil will rather be absent from, than late to school. Bad as is tardiness in its effects, it is a less evil than absence.

The *Richmond State Journal* says some very sensible things on the proposed amendments to the school law of Virginia. It objects that there is too much disposition to "tinker" the law, while the legislators fail to offer anything that will really remedy the serious defects in the working of the school system. It says that while 225,000 are enrolled as members of the schools, nearly 100,000 are absent; and that "not more than one-third of the entire population of Virginia can read or write, to such an extent as to be of any practical use to them." This is a sad showing, and it is to be hoped that a remedy for such a state of things may be found.



About the 1st of February, a school-house worth \$10,000 was burned in Rising Sun, Ind., "cause—defective flue." About the same time the school-house in Urbana, Ill., was burned, it is supposed from sparks entering a tinder box of a cupola. On the same day, we think, the new Normal school building in Peoria, took fire, from some carelessness in setting the furnace; and but for a fortunate discovery would have been lost. When shall we learn to be careful in respect to fires? And when shall we compel mechanics to do honest work?

Some annoyance is caused, by a few of our correspondents making out the monthly report by other than the rules of the Illinois Society of School Principals. We have published these rules, (see p. 322. vol. IV.) besides, we furnish blanks to all who apply, upon each of which these rules are printed. It is not claimed that these rules are the only or the best ones, but uniformity is necessary, else the object of reporting is not reached.

ELMIRA, N. Y., February 7, 1872.

MESSRS EDITORS:—In the November number of the *SCHOOLMASTER*, there appears a query as to the position of Steele's astronomy on the increase or decrease of the degrees of latitude as they approach the poles. It struck my mind that perhaps the enclosed mathematical statement, which I have found useful in my classes, might be of benefit to other teachers. It not only shows that I use the true measurement but exhibits one of my methods of explanation. Yours truly, J. DORMAN STEELE.

Why the degrees of latitude increase toward the poles.—A degree is  $\frac{1}{360}$  of the circumference of a circle. The rounder an arc of a circle, *i. e.*, the greater its curvature, the smaller the circle of which it is a part and hence the shorter a degree of its circumference. The flatter an arc of a circle, *i. e.*, the less its curvature, the larger the circle of which it is a part and hence the larger a degree of its circumference. Now the earth bulges out at the equator and is flattened at the poles. The portion of a meridian near the equator is therefore more rounded, *i. e.*, has a greater curvature than that at the poles and is an arc of a smaller circle. Hence an equatorial degree which is  $\frac{1}{360}$  of the circumference of a smaller circle is shorter than a polar degree which is  $\frac{1}{360}$  of the circumference of the larger circle.

## EDUCATIONAL INTELLIGENCE.

CHICAGO.—The extreme cold weather has done not a little to increase irregularity of attendance, while vaccination and small pox have still further broken into the ranks of the children, so that we can hardly rank very high in our showing. No one who has not been here to see the condition can realize how much these things affect us.

The High School again occupy their old building, the courts and their clerks having taken quarters elsewhere. We are glad to see that our old friend Mr. Boomer, principal of the Jones School at the time of the fire, is now one of the High School teachers.

The Board recently determined to try the experiment of putting a screen of galvanized iron over the steam pipes to protect the children from their excessive heat. It is very injurious to sit so constantly as many of the children do, near the coils, and anything that will relieve them and still heat the rooms will be gratefully received. It was decided to revise the Graded Course. The committee on the German language reported that everything was in readiness for the re-introduction of that study into the schools.

At the last meeting of the Principals' Association, the question laid over for discussion was tabled and the subject of the Graded Course taken up. Committees were appointed to report on the different topics of the course, and the chairmen of these were constituted a committee to grade the course as it comes from the former ones. Many

suggestions were made respecting some of the studies of the course, and it would appear as though there would be quite a change between the new and the old.

It is with sadness that we notice the death of a daughter of the Superintendent, Mrs. Volentine, of Champaign. He will meet the sympathy of all the teachers, expressed probably in no ostentatious manner, but in the warm clasp of the hand and the spontaneous effort to "lend a hand" whenever he will be aided.

The County Commissioners saw no way in which the city could be relieved of supporting the County Normal, and so delivered themselves. But whether practicable or not, it would seem simple justice to have it done. Not that we are opposed to Normal schools (if good ones), nor to Cook County Normal, but because the city supports her own and is scarcely benefited by the county institution. All we want is simple justice.

INDIANA. The State Teachers' Association held its eighteenth annual session at Indianapolis on the 26th, 27th, 28th, and 29th of December. Alex. M. Gow of Evansville was President; about 300 members were present, and the session seems to have been both pleasant, and profitable. There were several failures on the part of those whose names were on the programme, in consequence of which the Association adopted the following severe but just resolution:

*Resolved*, That it is the sense of this Association that any person, who, consenting to take part in the exercises of its sessions, fails, without sufficient cause, merits the gravest censure, and is unworthy of any future invitation to address this body.

The Association also passed the following resolutions:

*Resolved*, That we favor such amendment of the School Law as will make it the duty of County Examiners to act as County Superintendents; making the remuneration such as will employ the best teaching in each county.

*Resolved*, That we heartily commend our State Normal School to the teachers of the State, and promise to use our influence with them to avail themselves of its advantages.

Gov. Baker, in his address of welcome, said:

Although the Constitution of 1816 demanded that common schools be established as soon as circumstances would permit, no attempt at a system of schools was made until 1849; and even then the law passed by the Legislature was not to take effect until adopted by the people. The new Constitution, without reference to circumstances, required the establishment of a uniform system of Common Schools.

The Legislature now levies more than three times as much for the support of the schools of the State as for the State government, together with all the charitable institutions, besides authorizing the local authorities to levy taxes for the continuance of the schools.

In his paper, "How to teach good English", Dr. Holmes of Merom College condemned the teaching of incorrect expressions and babyisms to little children by parents. In schools, pupils almost invariably study grammar by analysis and parsing, with not a word about their own use of language. They not only murder the "Queen's English," but mangle the corpse.

In comparing Indiana with other states, as shown by the Report of the Bureau of Education, it was said that she heads the list in the value of her permanent school fund; it being no less than eight millions of dollars, also that Indiana is the only state except Kansas that employs more male teachers than female.

State Sup't Hopkins presented a paper on "Compulsory Education," in which he strongly advocated that system. Mr. E. H. Butler of Lawrenceburg gave a paper on the Marking System. He presented the following points against the system.

1. It cramps the recitation, acting as a barrier to free thought.
2. It consumes time.
3. The accuracy of records is questionable, owing to shortness of time.
4. The teacher often throws the responsibility, upon the pupil. The record should be based upon the teacher's judgment solely.

(We are sorry that these points were not replied to.)

On Tuesday and Wednesday afternoons, the Superintendents, Principals and Examiners' Section held separate meetings,—Superintendent Hopkins as President. On the same afternoon, together with Thursday, the Collegiate and High School Section met,—Dr. R. T. Brown of Indianapolis in the chair. The Primary Section, D. E. Hunter of Princeton, President, met on Wednesday and Thursday afternoons.

W. A. Bell, Esq.,—Editor and Proprietor of the *School Journal*, is President of the Association for the ensuing year.

## REPORT OF ATTENDANCE FOR JANUARY, 1872

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
St. Louis.....	...	...	...	...	...	...	...	W. T. Harris.
Cincinnati, O.....	25,353	20	20,720	19,724	95	7,642	...	John Hancock.
Chicago, Ill.....	28,186	19	25,534	24,065	94-3	...	...	J. L. Pickard.
Indianapolis, Ind.....	5,058	19	4,349	4,056	93-4	1,038	15,80	A. C. Shortridge.
Dubuque, Iowa.....	...	...	...	...	...	...	...	Thos. Hardie, Sec'y.
Bloomington, Ill.....	...	...	...	...	...	...	...	S. M. Etter.
Evansville, Ind.....	3,833	20	3,333	2,862	90-5	978	473	A. M. Gow.
Terre Haute, Ind.....	2,456	20	2,178	1,999	91-8	1,148	656	Wm. H. Wiley.
Peoria, Ill.....	2,389	24	2,192	2,077	94-7	399	...	J. E. Dow.
Decatur, Ill.....	1,737	19	1,599	1,477	92-4	276	609	E. A. Gastman.
Cedar Rapids, Iowa.....	...	19	773	707	95-5	56	...	J. E. Harlan.
Aurora, Ill.....	1,480	20	1,376	1,250	90-8	169	365	W. B. Powell.
West and South Rockford, Ill, }.....	1,166	19	10,90	1,029	94	326	349	{ J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	1,040	14	966	966	95-8	523	382	E. A. Haight.
Ottumwa, Iowa.....	715	20	617	562	91-1	217	183	L. M. Hastings.
Danville, Ill.....	1,046	19	935	838	89	555	257	J. G. Shedd.
Goshen, Ind.....	...	...	...	...	...	...	...	D. D. Luke.
LaSalle, Ill.....	771	22	653	606	92-9	...	186	W. D. Hall.
Macomb, Ill.....	...	...	...	...	...	...	...	M. Andrews.
Peru, Ind.....	684	19	547	496	90	103	133	Geo. G. Manning.
Marsalltown, Iowa.....	635	19	568	545	96	93	331	Chas. Robinson.
Geneseo, Ill.....	...	...	...	...	...	...	...	S. W. Maltbie.
Dixon, Ill.....	530	20	477	423	90	416	91	E. C. Smith.
Clinton, Ill.....	...	...	...	...	...	...	...	S. M. Heslet.
Shellyville, Ill.....	...	...	...	...	...	...	...	Jephthah Hobbs.
Princeton, Ill.....	620	20	530	508	95-8	134	152	C. P. Snow.
Edinburg, Ind.....	...	...	...	...	...	...	...	D. H. Pennewill.
Rushville, Ill.....	414	18	384	375	97-4	126	260	J. Coyner.
Winterset, Iowa.....	428	...	392	360	89	...	155	Henry C. Cox.
Kankakee, Ill.....	737	19	640	602	94	214	209	A. E. Rowell.
Normal, Ill.....	383	20	367	355	96-7	72	250	Aaron Gove.
Lincoln, Ill.....	956	19	723	682	94	490	343	Israel Wilkinson.
Henry, Ill.....	...	...	...	...	...	...	...	J. S. McClung.
Effingham, Ill.....	313	20	308	299-5	93-5	197	125	Owen Scott.
Pekin, Ill.....	816	19	827	696	89	723	171	Geo. Colvin.
Belvidere, Ill.....	285	22	262	241	92	57	102	H. J. Sherrill.
Shawneetown, Ill.....	239	18	204	183	90	568	36	Jas. M. Carter.
Urbana, Ill.....	412	19	374	330	89	411	48	J. W. Hay.
Indianola, Iowa.....	408	20	...	325	80	...	...	W. J. Shoup.
Yates City, Ill.....	176	17	158	149	94	45	50	A. C. Bloomer.
Maroa, Ill.....	172	20	158	145	91-9	215	34	Ed. Philbrook.
Creston, Ill.....	102	22	97	85-5	87-5	9	26	P. R. Walker.
Sigourney, Iowa.....	404	20	356	340	96	326	...	A. Updegraff.
DeKalb Ill.....	298	22	275	250	93	168	76	E. S. Dunbar.
Sheffield, Ill.....	254	20	246	223	90-6	87	83	J. A. Mercer.
Chester, Ill.....	305	22	285	254	89	241	73	C. L. Howard.
Heyworth, Ill.....	186	23	163	150	92	198	28	J. R. McGregor.
Lyndon, Ill.....	124	21	115	99	83-7	67	10	O. M. Crary.
Dwight, Ill.....	290	22	282	233	83	431	45	C. I. Gruey.
Nokomis, Ill.....	246	19	238	217	91-1	128	142	D H Zepp.
Granville, Ill.....	156	23	152	148	97	132	27	W B Hague
West St. Charles, Ill.....	147	18	139	133	95-7	29	69	C E Mann
Rantoul, Ill.....	173	20	157	132	84	244	20	W H Richardson
Tonica, Ill.....	167	19	159	154	96-8	92	63	W H Smith
N. Dixon.....	191	20	180	160	90	195	45	Jno. V. Thomas.

MISSOURI.—The State Teachers' Association held its fifth annual session at Chillicothe, on the 27th, 28th, 29th and 30th of December.

Mr. Hughes of Liberty read an essay,—“How to make ungraded schools efficient.” He offered the following sensible suggestions :

1st. Seat pupils according to their size ; 2d. Have a regular plan, system and routine for the regular daily work of the school ; 3d. Have the fewest possible studies and the fewest pos-

able classes; 4th. Judicious variety in the work, and especially apt and useful general exercises of five to fifteen minutes each; 5th. Keep clear of "hobbies."

Mr. Osborne of Louisiana offered the following points as needed improvements in the school law:

A better way of collecting school taxes; of keeping these moneys; of paying them out, and of accounting for them to the tax-payers. Also, better school officers and more and better teachers' training schools.

Mr. M. H. Smith, principal of the Lincoln Institute for colored youth at Jefferson City, read an admirable paper upon *The Capabilities of the Colored Man*. Perhaps the short cut to the pith of this fine paper is to say that it asks these two questions: First, Can the colored man ever become a reasonably good scholar? Second, Can he ever become a reasonably good teacher? Mr. Smith said, emphatically, yes! to both questions, and gave his reasons.

The bill for a new School Law, now pending before the Legislature was earnestly canvassed.

The discussion brought out much difference of views on several of the main features of the bill. The final opinion as to county superintendents was to the effect that two distinct things must be done in order to get good ones: First, Give them better pay than they now have. Second, Require the holding of a "State Certificate" as a condition of eligibility to the office. It was the settled belief of all that good pay will not, taken alone, insure good officers.

On Thursday Evening, S. H. White, of the Peoria county Normal School, Illinois, read a paper on *Normal Schools*.

The attendance at the meetings was good, and the gathering was thought to be one of the most profitable that the association has ever held. George P. Beard, Esq., Principal of the State Normal School, at Warrensburg, was chosen President for the coming year.

**RHODE ISLAND.**—The Rhode Island Normal School closed its first term on Friday, January 26th. The exercises were very satisfactory, and were witnessed by several members of the Legislature. The whole number of students in attendance last term was 115, mostly ladies. Of the parents or guardians of the pupils, thirty-one, or more than one-fourth are farmers. J. C. Greenough, Esq., is Principal, assisted by three ladies. Besides the instruction of the regular faculty, lectures are given by different members of the faculty of Brown University, by the teachers of Providence and vicinity and by others. Rhode Island had a very flourishing Normal School some years since, presided over by the lamented D. P. Colburn. After his untimely death, the school was given up, until it was re-established last year.

**MASSACHUSETTS.**—Hon. Joseph White has been re-elected Secretary of the Board of Education. The city of Worcester has just dedicated a new High School building, which cost about \$170,000. The large clock in the tower is connected by electric current with twelve small clocks in the recitation rooms. Total expenses of the city of Boston for education, in 1860, \$628,549.28; in 1870, \$1,575,279.07. Total number of scholars in 1860, 26,488; in 1870, 36,174. Salaries of teachers in 1860, \$286,835.93; in 1870, \$816,344.66. Rate per scholar exclusive of the cost of school-houses: in 1860, \$15.03; in 1870, \$30.82. Philadelphia has more than twice as many pupils in her schools, but the total expense is a little less.

**ILLINOIS.—Kankakee.**—The schools are in good working condition. The High School will graduate its first class, probably seven, in June next. Mr. A. E. Rowell is at the head of the schools.

**Stephenson County.**—The following extracts from the circular issued to the teachers of this county, by the Superintendent, I. F. Fleckner, is adapted to other counties:

\* \* \* \* \*

**Examination of Teachers.**—That a teacher has received a second grade certificate is no guaranty whatever that he will receive another, even of the second grade, unless better work is done at a subsequent examination.

The granting of first grade certificates must depend on two things: Good scholarship, and good work in the school room, so that when a teacher presents a first grade certificate to a Director, he shall know that the bearer (in the estimation of the County Superintendent, at least,) is a first-class teacher.

Those wishing to teach, often "engage" schools before obtaining certificates, and then expect me to make the examinations easy. The "Directors will be so disappointed," "I know that I can teach that school," can have no weight with me.

There is a justice in the matter of granting certificates that must at all times be considered, and justice to A. and B. (unsuccessful candidates) will not permit me to grant a certificate to C. if he be no better qualified to teach than they are, even though he may know a small school which he thinks he can teach.

*Educational Journals.*—We have in our State, two Educational Monthlies, "Illinois Teacher," published by N. S. Nason, Peoria, Ill., at \$1.50 per year, and "CHICAGO SCHOOLMASTER," by Schoolmaster Company, Normal, Ill., at \$1.00 per year. I cannot too strongly urge the reading of these journals. Every number contains articles from which a great deal can be drawn that will help you in your every-day work. By all means subscribe for one or both of these journals.

*State Normal University.*—There is room in our State Normal University for several energetic ladies and gentlemen from Stephenson county. This institution is yearly sending large numbers of energetic workers into the schools of the State. If any of our teachers wish to know more about this school, I shall be glad to give information at any time, either by letter or by catalogue.

*Programme.*—Have you a programme which you strictly follow? Your pupils should know at what time they will be asked to recite, and should feel that when the time comes a strict account must be given for the lesson assigned. It is well to have your programme printed or written on your blackboard, where all the pupils can read it. Make no changes for visitors unless by request.

*Uniformity of Text Books.*—I sometimes find two or three kinds of readers in a school, and as many different kinds of arithmetics and geographies. No school can be what it ought to be with such a diversity of text books. It is very desirable to have a uniformity, and it can, in a majority of cases, be had by presenting the matter to the Directors in the proper light.

I do not wish to be understood as advising a change of books throughout. In most cases it will be best to retain the books already in the majority, and those who have not books of that series, at the time the change is made, will, of course, need to obtain new ones.

*Odds and Ends.*—I. Have your school room well ventilated. II. Keep all your pupils doing something. III. Do morals and manners receive attention? IV. Do you visit other schools? V. Do you read educational books? VI. Are your pupils orderly on entering and leaving the school room? VII. The teacher ought to know what is doing on the play-ground. VIII. How often is your school room swept? IX. Few teachers are excusable for not having music in their schools. X. If there is whispering in your school, there is not as much study as there should be. XI. Have you blackboards in your school room? If not, see your Directors and tell them your wants, and in almost every case a blackboard will be furnished you. XII. How long does it take your pupils to come from their play and go to their work after the bell rings? Two minutes are sufficient. Five are sometimes taken. XIII. Is your conduct in and out of school that of a true lady or gentleman? Do not forget that example is more powerful than precept.

I. F. KLECKNER, Co. Supt.

*Menard County.*—Institute met at Petersburg, January 22, and lasted five days. We have no detailed account of the work, but the names of the committee are assurance of the good character of the work. The committee are W. H. Berry, W. C. Wray, G. B. Hudson, J. M. Robinson and D. M. Bone.

*Effingham County.*—The Effingham County Teachers' Institute, convened at Effingham, February 5th, 1872. The exercises were as follows: Arithmetic, by C. M. Johnson; Orthography, Miss Fairchild; Writing, Miss A. Miser; Geography, Miss Lizzie Means; Grammar, Miss Gilbert; and Reading by Owen Scott. Pres. Edwards was in the Institute during Wednesday, and spent the time on History and Reading. In the evening, his lecture on the "Causes of failures among teachers," was listened to by a large and appreciative audience. His visits are destined to elevate public opinion, and greatly increase the efficiency of the schools. On Thursday evening, Prof. Ridpath, of Asbury University, gave a fine lecture on "A Fight with force." This institute, though not so well attended as some previous ones, was perhaps, the most profitable ever held in the county. Those who lost most were those who did not attend.

SCRIBO.

## BOOK TABLE.

The SCHOOLMASTER regards it as an important part of his "mission" to aid in the diffusion of good literature. As many of his readers are teachers in country places at a distance from libraries, publishers, or large book stores, he desires to say that whatever is found in this table, respecting any book, is his honest opinion of it, expressed without "fear or favor." The SCHOOLMASTER will send to his subscribers, any book commended here, or any other *good* book in the trade, at the regular list price, postage pre-paid; *trash* he will neither commend nor purchase, if he knows it.

We would say to publishers and booksellers, we shall be glad to receive and notice all school-books, or others of general interest, that are sent to our office; we will acknowledge the receipt of all books, and state their prices, and where they can be obtained; we will give such further notice and review of them as time, space, and our judgment will allow.

*The Wonders of Vegetation*, from the French, edited by Prof. SCHELE DE VERE; C. SCRIBNER & Co., New York. This is a handsome volume of about 300 pp., illustrated with over 40 engravings. It is mostly taken up with descriptions of trees, giving an account of the most remarkable ones in the world, including the famous trees of California; there are also descriptions of many trees that have a historical interest. It also notices the cacti, flowering plants and marine vegetation. The engravings are very good, and not only please but instruct. We observe some errors in the book, for example, *genius* for *genus*, p. 38, *Demerary* for *Demerara*, p. 53, *Miss* Ida Pfeiffer, p. 53, *immense, great*, p. 151, *beach*, p. 178, *Reubens*, p. 212, *a certain numbers*, p. 259, *three thousand miles*, (length of Lebanon Mts.) p. 110. There are some others that more accurate proof-reading would have detected. These blemishes should not be suffered to mar a book which is at once so beautiful and so useful.

*Wonders of Water*, from the French, same editor and publishers. These volumes belong to the new series of The Illustrated Library of Wonders. This book is of the same style as the last; it is a little larger, and more fully illustrated. It treats of vapors, rains, tides, currents, springs, glaciers, water-supply to cities, the chemistry and mechanical action of water, &c., &c. There is here a great mass of information, and in a very readable form. The book is not quite free from typographical errors, but we notice fewer than in the last; we object to the statement that the tides are caused by *stars*, p. 25. Both these volumes are well worthy a place in the library for the family or the school. They ought to be as interesting as the sensational novel; while they convey valuable information, and at the same time should awaken an interest in natural science that will lead to the study of more strictly scientific treatises.

*Wild Men and Wild beasts*; by LT. COL. GORDON CUMMING; C. SCRIBNER & Co., New York. This is a volume of the Illustrated Library of Travel and adventure, edited by BAYARD TAYLOR. It contains nearly 400 pages, and is handsome and richly illustrated. The author was an officer of the British army in India, at the time of the famous "Sepoy rebellion," of which he gives some accounts. He was an ardent lover of the chase, and the work is chiefly filled with stories of his adventures in hunting tigers, and other wild beasts in Hindostan. There are plenty of exciting stories and hair-breadth escapes told in a language that smacks strongly of the camp and the field. There is but little more connection between the different parts than will be found in Herodotus or the Dictionary. We think, if we were a boy again, we should desire to put this book on the shelf beside "Robinson Crusoe" and "Two years before the mast".

All the above books are sold at the uniform price of \$1.50, by HADLEY BROTHERS, 783 State street, Chicago.

*First Steps in English Literature*, by ARTHUR GILMAN, A. M.; HURD & Houghton, New York. This beautiful little volume of 230 pp. in limp covers, is truly *multum in parvo*. The author says excellent things about our literature, and in a way that seems wonderful when compared with the usual dry compendiums that stand for text-books in this subject. He divides our literature into two grand periods, viz. Immature English, and Mature English, the point of division being 1558, on the accession of Elizabeth. He sub-divides each of these periods, into four others; the last

of these subdivisions, extending from 1700 to 1870, which he calls the period of the People's Influence, he again divides into four parts. His plan seems to us a good one, and to be marked by sound philosophy. We think, with this volume, properly used as a text-book, the pupil will be led into this grand department of study by a pleasant and profitable path. For ourselves, we have placed the little volume on our shelf with the hand-books that are used for frequent reference. This book is also for sale by HADLEY BROTHERS, price \$1.00.

*The Metaphors of St. Paul, and Companions of St. Paul*, by DEAN HOWSON. Boston, AMERICAN TRACT SOCIETY, 1872; New York, HURD & HOUGHTON. This book, for which we feel bound to thank the Tract Society, it being worth to christianity a ton of average tracts, is from the pen of one of the authors of the famous Conybeare, and Howson's life and epistles of St. Paul. Mr. Howson brings to his task a fitness unequalled, displays great learning, broad and minute investigation, and a careful study of texts and hints. He writes not with the zeal of an advocate, but with the scrupulous fair-mindedness of a judge. He presents an array of facts not dry but living and life-giving. In the first part of the volume the numerous metaphors of Paul are arranged in four classes, the Military, the Architectural, the Agricultural, and those relating to the Grecian games. In the second part he gleans out from the Acts and the Epistles every mention of twelve of the most eminent of Paul's companions in work and travel, such as Timothy, Barnabas, Titus, Phebe and Apollos, and as well as he can from scanty materials constructs for each one a character, and the story of his life. The book is an excellent spiritual tonic, is thoroughly appetizing, full of pregnant suggestions. It makes one ashamed of his shallow and shiftless way of reading the New Testament and of his ignorance, and impels him to thought and to search. The defects of the book are few and scarcely demand a mention. Among the chief may be named a disposition to moralize and exhort on frequent occasions, which however great a virtue and power it may be in the preacher is commonly a weakness in the writer, and often a positive vice.

D. L. L.

*Historical View of The American Revolution* by GEORGE WASHINGTON GREENE. New York, HURD & HOUGHTON, 1872. This book consists of a series of twelve lectures delivered before the Lowell Institute, Boston, in January and February of 1863, together with an appendix containing a chronological outline, statistical tables and the address to General Greene by the southern army in August, 1781, urging retaliatory measures for the execution of Colonel Haynes by the enemy. The time is, when we are not content with a cursory view of the Revolution. As school children we learn the general features, the events, the dates and names. These lectures of Prof. Greene are read with unusual interest by every American, for he learns more of the causes of the Revolution; he comprehends the long suffering of the patriots, and admires, yet wonders at their tiende. The style of the author is pleasant. The name lecture is too apt to prejudice one somewhat against a book now a-days, so much trash is published "by request" or "unanimous vote of the audience." However pleasant it must have been to listen to the delivery of these lectures by the author, the pleasure of reading them can scarcely be less. Every teacher who has or expects ever to have a class in United States History, should feel compelled to read this book, while no intelligent American can afford to be ignorant of its contents.

*Fireside Science*, a series of popular essays upon subjects connected with every-day life, by JAMES R. NICHOLS, A. M., M. D. New York, HURD & HOUGHTON, Riverside Press, Cambridge. A beautiful volume of twenty-three essays on the common things of common life such as "Chemistry of a hen's egg", "The clothing we wear", "Re-breathed air", and "Experiments with air furnaces." This is a successful attempt to popularize science. It is a book of sober, unvarnished facts, put in such an attractive way as to hold even the superficial reader. It is such books that are needed in our families for evening reading. The essays are not long and scientific, but "clear, brief and accurate." The publishers have taken pains to make their part of the work beautiful. No more appropriate gift to a friend could be than this volume.

*An Intermediate Geography*, by STEINWEHR & BRINTON; WILSON, HINKLE & Co., Cincinnati. This is a large quarto of 92 pp., printed in clear type on good paper. We have examined it with some care, and observe many excellences; the maps are very

fine specimens of cartography,—they are clear and beautiful to the eye, the grades of elevation are shown by tints, the mountain chains and slopes are very distinct, and there is no crowding of details. The political divisions are shown by red lines along the boundaries; this we much prefer to the usual blotches of gaudy colors. We are generally pleased with the illustrations, both in their character and execution. We are also glad to notice that more attention is paid to peculiarities of surface-form than in many of our text-books; we believe, however, that it would be profitable to make this feature still more prominent. We approve of the treatment of the United States by sections rather than singly, in respect to surface, climate and productions. We are glad to see the true definition of a circle given on p. 6; but if circles are *planes*, how can they be "drawn upon the earth's surface,"—see same page. We are sorry to see, on p. 12, that the pupil is taught that air rises (of itself) when heated, and cold air comes in to take its place; this puts the "cart before the horse." It also appears to us that the pronouncing vocabulary is rather meager. On the whole, we consider this geography far in advance of most of our school text-books in common use.

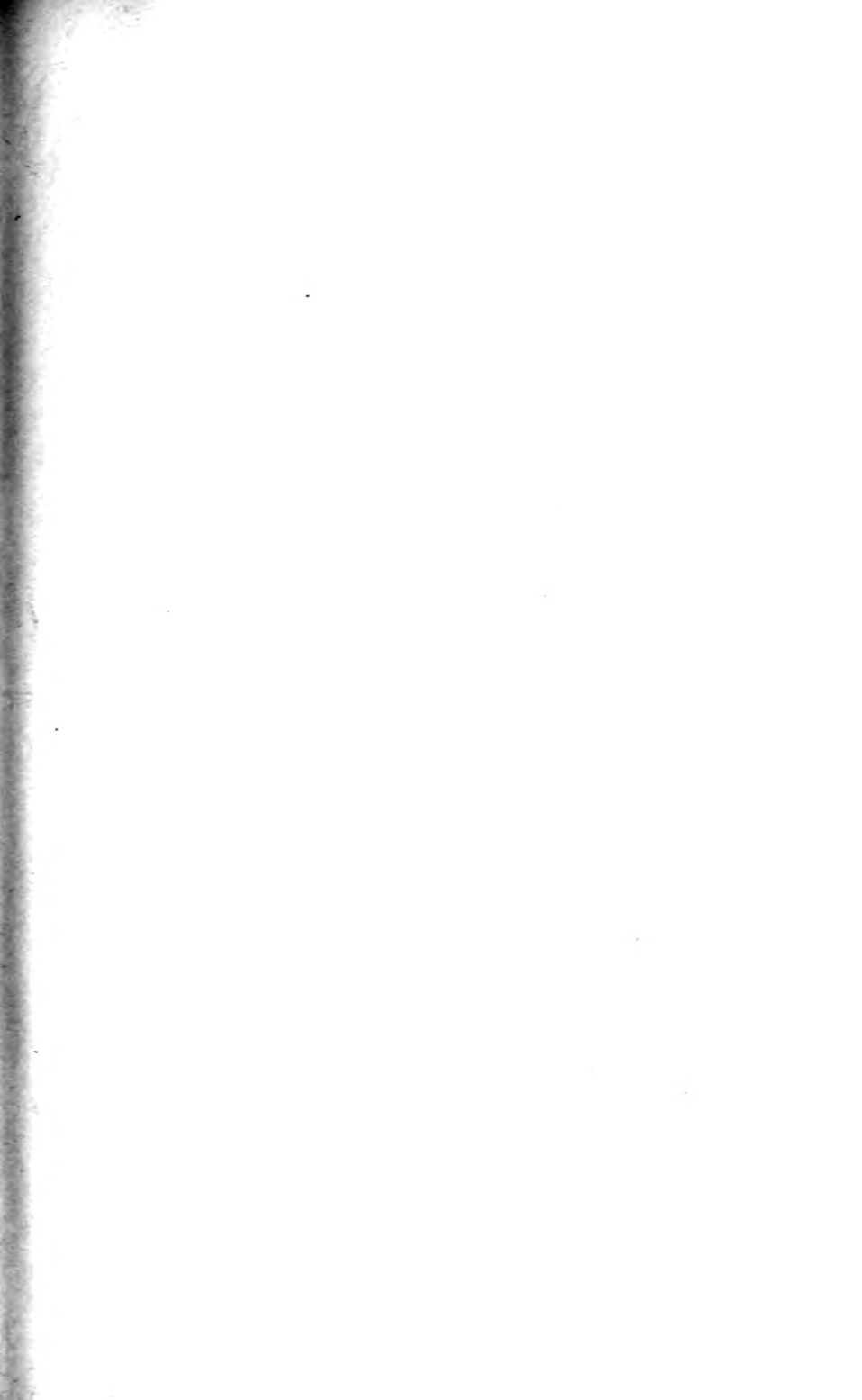
*Colton's New Introductory Geography*, 84 pp., price 90 cents; *Colton's Common School Geography*, 110 pp., price \$1.75, SHELDON & Co., New York. The publishers claim that these two books are sufficient for the purposes of our common schools. We are glad to see this claim put forth, and to believe that the time will come when the *series* of books upon a given school study, will not be large enough to make a library of by itself. These geographies are clearly printed on good paper, the maps are quite clear, and many of the illustrations are good and instructive. We are glad to see that, in both books, the States are treated of in sections, in respect to surface, climate, &c., and not singly. The maps in both books fail to show the mountain slopes, as clearly as we could wish; and it would please us better to see a departure from the old style of gaudy coloring to mark the political divisions. The little book begins in the old way, by teaching mathematical geography, races of men, states of society, forms of religion, &c., at the outset. To this we object very strongly. We also notice that the answers to the map questions are suggested by the first and last letters of the word. We hardly expected to see this in a *new* geography. Much of the first part of the larger book is a mere repetition slightly extended of the first part of the small one. When a series of school books is put in the most compact form, there will be no repetition. We think the definitions in mathematical geography are about the same as in the book we used in our boyhood. "A circle is a continuous curve line, every point of which is equally distant from the center,"—p. 4. Is this correct? See any geometry. We are not pleased with a few of the pictures; the representations of the Falls of St. Anthony would give one the idea that the banks of the river there are now as wild and desolate as they were forty years ago. Boston is wretchedly caricatured by a cut in each of the books; that in the larger book is the worst, however. No part of a school geography ought to receive more care than the cuts; their image lives with the student through all coming years.

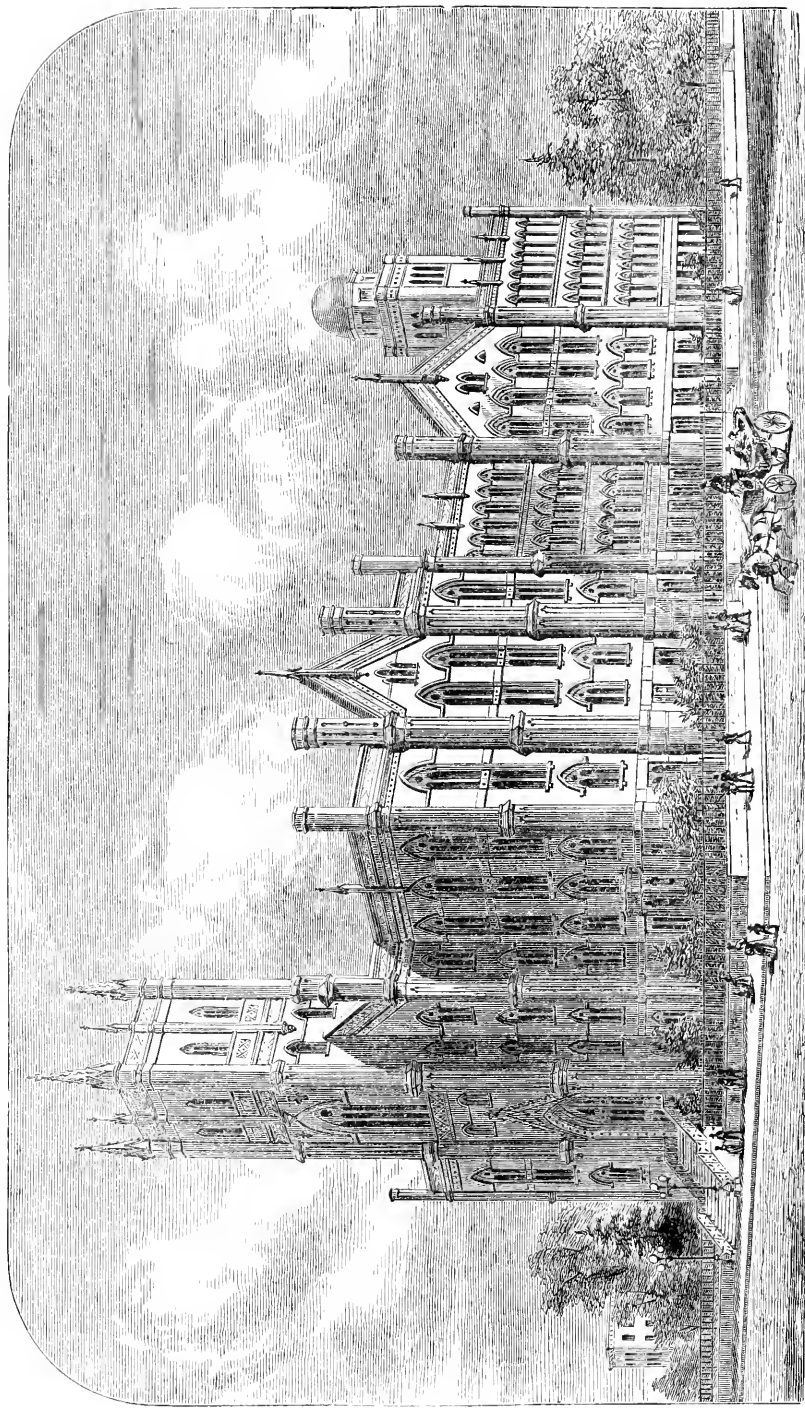
Kurzer Abriss der Geschichte der Vereinigten Staaten von L. H. Camllpyell, aus dem Englischen übertragen von Gustav Fischer. Boston: Brewer und Dilekton.

Dieses Werk soll einem lange gefühlten Bedürfnisse abhelfen, und in deutschen Schulen für den Unterricht in der amerikanischen Geschichte zum Leitfaden dienen. Durch gedrängte Darstellung und strenge Sichtung des Stoffes ist es dem Verfasser gelungen, den äußeren Umfang des Werkes, unbeschadet der Vollständigkeit, so zu beschränken, daß das Studium desselben höchstens einen halbjährigen Lehrkursus mit zwei wöchentlichen Unterrichtsstunden in Anspruch nimmt. Der Name des Uebersetzers bürgt für die Reinheit des deutschen Stils. Es dürfte besonders empfehlungswerth sein, unter gleichzeitiger Benützung des Originals, abwechselnde Recitationen in englischer und deutscher Sprache vorzunehmen, wodurch der Geschichtsunterricht, ohne besonderen Zeitaufwand zu einer der wirksamsten Sprachübungen werden kann. Nicht weniger eignet sich das Werk als deutsches Lese- und Uebersetzungsbuch in amerikanischen Schulen.

*The report of Col. Eaton*, Com. of Education for 1871 has reached us too late for extended notice this month.







W. Wood

W. Wood

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

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VOLUME V.

APRIL, 1872.

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## *GIRLS' NEW NORMAL COLLEGE, NEW YORK.*

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Through the politeness of Edward Cook, Esq., Western Agent of the house of Ivison, Blakeman, Taylor & Co., we are enabled to give the readers of the *SCHOOLMASTER* a picture of this beautiful building. We also glean a few facts concerning the Institution from the *Educational Reporter*, published by the same enterprising firm.

The building is in course of erection, on the corner of 4th avenue and 68th street; it will occupy an entire block, extending 125 feet on 4th avenue and 295 feet on 68th street; the estimated cost is \$350,000. The Normal College is comparatively a new institution, but contains more than one thousand pupils; the Faculty consists of twenty-eight members, of whom five are gentlemen; Thomas Hunter, A. M., is President. Instruction is free; admission being granted on examination, for which girls can be prepared in the public grammar-schools.

"Due prominence is given to the study of language, to the natural sciences and to the methods and principles of instruction. The College is furnished with elaborate apparatus to enable the girls to receive the best kind of instruction in Chemistry, Physics and the Natural Sciences.

There are six grades of students, divided into twenty-two classes.

The college is organized into three divisions, corresponding to the three years of the course, the Introductory, Sophomore, and Senior. Each of these is subdivided into higher and lower, making the six divisions already spoken of. It requires half a school-year for an industrious student to pass from one subdivision to another.

Object-teaching is a prominent feature of the Normal College; a trained and accomplished teacher from the Oswego Normal School has this branch in charge."

*HOW TO DO IT.*

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DEAR SCHOOLMASTER:—In your February issue, I am invited by our mutual friend, Mr. Gastman, to “tell how” to teach to “a class of boys of twelve or fourteen years of age, and of ordinary ability and cultivation, but knowing nothing of numbers except to count,” “in six months all the arithmetic they need to know in a business life,” or “as much as they now usually learn in the six or ten years of its study in school.” The latter is the easier task, if our examinations of candidates asking admission to the university, are to be taken as evidence.

Our friend also intimates his dissent from my views of Geography, as a common-school study. My time will not allow me to make afresh such an answer as the gravity of the case demands, and I beg leave therefore to quote my reply, from an annual report made by me, to the legislature of Michigan, in 1862. The date of this report will show that I have offered no new and hastily adopted opinions to agitate the public mind. In attempting to fulfill my pledge, I would of course resort to pure oral teaching, with no aid but the slate and blackboard. I imagine every experienced teacher does this when he wishes to do his best, if his time permits; and I have no doubt our friend would successfully perform the task himself if he will carefully consider the proposition, and the amount of arithmetical knowledge actually required in a business life. Teachers of less experience might require more time.

But the aim of my argument was broader than this question of the study of arithmetic, and I hope your readers will not be wholly diverted from the grander and much more important issue, by any dispute over mere questions of detail. The great question now looming up more and more into public sight, and demanding clear, precise and prompt answer from all of us who have to do with education, is this: Are the common schools doing all they can do to make their pupils intelligent men and women, and to fit them for their actual work in life? Some of us raised the alarm years ago, and many things are now contributing to give it deeper and more menacing force. The suspicion is started in high quarters and lurks in thousands of minds that the common-school studies are not wisely chosen nor well taught, and that they have been spread over more years of time than they have any claim to occupy. The question was somewhat fully discussed in the report from which are taken the following extracts.

**GEOGRAPHY.**

“Geography, also, has been greatly overrated as a common-school study. Introduced by accident, it has maintained its place by the aid of book-makers,

who have multiplied and simplified to the most ridiculous extent, the text-books and apparatus for its study. If it is urged that we ought to know something of the world we live in, and especially of the country whose citizens we are, this is freely admitted. But so ought we, and by a greater need, to know something of the vegetable world which surrounds us, and from which we derive so large a portion of our food and wealth; of the animal world, whose wonders lie unsuspected all about us, and whose denizens so faithfully serve us, or so faithfully prey upon us; of the universal kingdom, of soils, stones and metals, the materials of our arts and the source of our support; of chemistry, with its wonderful laws ever acting around us in every combination, change and decay of material things; and of a score more of studies equally interesting and useful with geography. If its simple usefulness is its only claim, then geography must yield its place to more useful and important branches of learning. But it is notorious that its study in school is not indispensable to this usefulness in life. Men who never studied geography in school, easily inform themselves by means of maps of the locality and distance of places, and travel without embarrassment to the most distant countries. He who has studied the geographies of the schools is almost equally obliged to consult maps on each fresh occasion, and seeks out his routes of travel as laboriously as the other.

But the geography of the common-school is not true geography; it is only a miserable hotch-potch of insignificant fragments, and is utterly unworthy the great name it bears and the time it occupies. Gigantic facts, magnificent generalizations, splendid speculations, involving, as they do, the mightiest problems in several of the other sciences, are certainly not fitting food for little children's minds. Their imaginations are confounded at its first propositions. The huge rotund world, swinging unsupported in limited space, and wheeling with an inconceivable velocity along its trackless orbit, parceled into vast expanses of continent and still vaster oceans, and peopled with a billion of human beings, what a conception is this to offer to a little child! Picture it, explain, illustrate it as we will, it still remains a great mystery of which nothing is learned but the vaguest ideas. Nor are its later problems less difficult than these first and fundamental notions. The alternations of day and night, with their varying length in different latitudes and different seasons: the variety and succession of the seasons and their relation to climate; the precession of the equinoxes; the movements of the tides, the flow of the oceanic currents; the sweep of the winds; the great laws of climate; the geographical distribution of plants and animals, and the migrations and varying civilizations of the human race; these surely are not questions for mere tyros in learning and novices in study, to solve.

It is not denied that geography abounds in interesting and picturesque facts, which, with the aid of abundant illustrations, may be explained to the minds of common-school pupils. But the facts, thus isolated, are not geography; and all experience tells us of how little real use they are when learned, and how speedily they are forgotten.

It is not recommended that geography shall be entirely abolished from the common school, but that it shall be adjourned to the riper age and learning of the higher classes, and then studied in its natural connections with history. And if but few pupils reach it in the course, still no irreparable injury is done. It was never pretended that children can learn everything in school which they will need to know in life. If common things be properly taught, every child will learn without a book, and directly from nature, the varieties of natural scenery, the simple facts of country and climate, and the use of maps, which are the main fruits of geography as now taught through a senseless series of books and a tedious succession of terms.

I have assumed that Grammar and Geography were introduced in the list of common school studies by mere accident, and without sufficient reflection; and certainly if a careful comparison of the actual value of the several sciences had been made, these studies would not have obtained the prominent place they now occupy."

#### ARITHMETIC.

"In the solution of every arithmetical problem, there are two distinct classes of operations; the one class purely rational, the other as purely numerical. The former concerns the logical relations of the quantities considered in the problem; the latter, the operations to be performed on the numbers which represent these quantities." \* \* \* \*

The study of arithmetic, therefore, embraces two departments: first, The study of numerical operations; and second, The study of the rational conditions of problems. The aim of the first, is to learn the art of computing abstract numbers; that of the second, is to acquire the ability to reason clearly on the relations of quantities, and their connections in each new problem. To acquire the greatest facility in the performance of these two classes of operations, is the aim of practical arithmetic; to understand thoroughly the reasonings in the two, is to understand the science of arithmetic. Two things so distinct and different as the operations of numbers, and the relations of quantities, obviously ought not to be confounded in teaching. Each has its own modes of action, and should have its own separate and special methods of training. The purely numerical operations being few and simple, may be made, by proper training, so familiar and habitual as to be performed almost without effort. Memory takes the place of calculation.

Let, for example, the sum and product of 8 and 7 be asked of an expert arithmetician, he answers instantly, and without conscious effort, 15 and 56. He does not stop to seek the answer by any fresh process of reasoning—he simply quotes it from his previously acquired knowledge. In the same way will he go through long series of numbers, combining or resolving them with the greatest rapidity and ease, aided simply by his familiar knowledge of the particular results."

\* \* \* \* \*

"But other and more complicated operations, in pure numbers, both integral and fractional, may also be familiarized to a considerable extent. So, too, should the peculiarities of our common system of notation be conquered by systematic drills till every process involved in it is reduced to the ease and certainty of a habit. Here, in these drill exercises is the great battle of arithmetic to be fought and won. These once mastered, the onward course of the pupil is rapid and sure.

The rational, or logical processes in arithmetic vary with each problem, and cannot, therefore, be reduced to the precision of an art. But much can be done to make the more common ones familiar. A recognition of their real character and distinct existence, by both teacher and pupils, will make their study much more definite and successful.

The study of mental arithmetic, where the logical steps in the solution of each problem are carefully given, is one of the best drill exercises in these rational processes."

\* \* \* \* \*

It is hoped that the plans already given for teaching will help to produce a much needed reform in our school-rooms, and make the instruction in the several branches discussed more rational and successful. If, without any undue crowding of the minds of children, the branches ordinarily studied in our common schools can be taught thoroughly, as I believe they can, in one-half the time now occupied in this study, then shall we save to our children years of unnecessary toil, and make it practicable to add new and valuable gifts of learning to their school attainments. He who saves me a year of unnecessary study, by improving my methods of learning, not only gives me an additional year for improvement, but also renders that year doubly valuable, by the increased intelligence and power which I bring into its labors and studies."

I am yours truly,

J. M. GREGORY.

EDUCATIONAL PUBLICATIONS.

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MR. SCHOOLMASTER:—Do stay at home, or, at any rate, come occasionally and observe what has been transpiring while you have been *abroad*.

One of your educational contemporaries has the following:

“Take a person who has never attempted to draw a tree, and he has probably never observed that the circumference of the trunk is exactly equal to the sum of its branches—that is, a tree never tapers save where it puts forth a branch, and then just that much and no more.”

Did you, Mr. SCHOOLMASTER, ever observe that fact? If you ever did, pray what did you observe? Do you understand any part of the *intended* explanation? If you do, please give us your ideas with regard to “*that much*” of it.

An *educator of the educators* writes in a city journal of recent date, as follows: “Very many pupils enter these (Normal) schools now with a view of remaining just long enough to obtain a certificate. They leave the various classes, from the juniors to the seniors, and the very poorest in the classes, too. Even those who have no knowledge whatever of systematic mental development, and very little of the elements of the subjects required to be taught, to teach, and they obtain certificates to teach from Superintendents in the face of all this ignorance.” It has been remarked by a shrewd thinker of our day, (I quote from memory,) that “accuracy of language can obtain only where there is clearness of mental vision.” Is it not then a legitimate inference that the mental vision must have become fearfully distorted, to have been the occasion of such rhetorical obliquities as are apparent in the above extracts? These two quotations are but specimens of the style of the entire articles of which they form but a small part. How can we as teachers expect to have our calling recognized as a profession, when our burning and shining lights persist in placing themselves before the public after such a fashion? What right have Educational (?) publications to arrogate to themselves such a title, when their living is simply the abundant advertising of rival publishing houses, and their supposed educational articles too frequently trash? Why cannot the standard of scholarship be raised in everything that concerns us as teachers? Why can we not have educational publications really worthy to be so called, and teachers who shall be worthy of what should be the honorable title of Professor? Can we not in some way eviscerate the body educational of the cumbersome materials wherewith it is now so grievously burdened? Alack! Alack! Was it you, my brother, who wrote the other day to the agent of one of our leading publishing houses that you had “*examined*



*several different series of text books in mathematics, but before coming to a decision relative to books for use in your county, you would really like to examine his list?"*

JOHN SMITH.

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### ANIMAL LESSONS FOR INTERMEDIATE OR GRAMMAR SCHOOLS.—III.

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NOTE.—It must not be supposed that all the labor contemplated in these lessons, or any considerable portion of it, is to be done by the teacher. The facts developed or given by the teacher, as well as those obtained elsewhere by the pupil, should be woven into good English *by the pupil*, under the guidance of the teacher, written upon slate or paper, correct in all particulars, committed to memory and recited according to the "strictest sect" of memorizers.

Any system of teaching that seeks to shield the pupil from work must prove abortive. Well-directed, hard work is the only plan of intellectual salvation.

#### THE CAT.

Special points to be developed :

*Parts*.—Short, broad head, thick, strong neck, thin body, short legs; front teeth in both jaws; canine teeth, long, conical and curved backwards, fitted for tearing; back or cheek teeth, uneven and sharp, fitted for cutting or chopping; tongue, long, flexible, covered with prickles pointing backwards; keen, oval eye; five toes on front, and four on hind feet, each furnished with a long, sharp, curved and retractile claw; bottoms of feet and toes padded; simple stomach.

*Habits*.—Sly, quick, walks on its toes, digitigrade, (why?) eats animal food.

Seizes its prey with a sudden spring or bound; domestic (and wild).

*Uses*.—Leather, fur, catches mice.

Dwell on adaptation of parts to habits and uses. Compare parts, habits and uses with those of the cow and horse.

*Miscellaneous and Popular*.:—Notorious for thieving; loves ease; more attached to places than to persons; uses its tongue to clear its throat. Sees at night, (nocturnal); hair always dry, glossy and electric.

#### THE DOG.

Special points to be developed :

*Parts*.—Large head, slim, well-formed body, long legs, long recurved tail; keen eye, with round pupil; long muzzle, small tongue, front teeth in both jaws; long, conical, sharp canine teeth, curved backwards, fitted for tearing; back teeth uneven, sharp, fitted for cutting or chopping; four toes on each foot, rudimentary toe or thumb; sharp, hooked claws, not retractile; simple stomach.

*Habits*.—Eats animal food; obtains its food by hunting it down, rather than by springing upon it stealthily; walks on its toes (digitigrade); domestic.

*Uses*.—Fur, leather, watching (sometimes work).

Dwell on adaptation of parts to habits and uses.

*Miscellaneous and Popular*.—The only animal that seems to obey man willingly and with pleasure; found wherever man is; was originally wild; becomes more attached to persons than to places; resembles the wolf, from which it is supposed to have sprung; friendly, faithful, intelligent.

Note the very wide range in varieties of dogs. Their names and some of their peculiarities should be given.

#### THE BEAR. (Use pictures.)

Special points to be developed:

*Parts*—Broad head; strong, clumsy; body covered with long coarse hair; stout, thick legs, short tail; large, slightly pointed ears, small, bright eyes; front teeth in both jaws; canine teeth (two in each jaw), long, strong and slightly curved backwards; molars broad and surmounted with tubercles; five toes on each foot, each having a long, stout curved claw or nail, fitted for digging or climbing (not retractile.) Sole of foot naked; simple stomach.

*Habits*.—Eats animal and vegetable food; walks on its flat feet (called plantigrade); climbs trees, nocturnal; stands readily on hind feet; uses fore feet for defense by striking or hugging.

*Uses*.—Flesh, leather, fur, curiosity.

Dwell on adaptation of parts to habits and uses.

*Miscellaneous and Popular*:—Cunning, unsocial; spends the winter in caves in hollow trees, almost without food; dangerous and formidable; sometimes called Bruin. (Why?)

A few lessons should be given, with the use of pictures, upon the lion, tiger, leopard, wolf, fox, raccoon. The cat, dog and bear being the *types* of the families to which they respectively belong, the matter furnished above will serve in all essential particulars for classifying the other animals.

Give lessons on likenesses and differences; from the former get the idea and term *carnivorous*, and from the latter the following:

Carnivorous Animals.	{	Cat family,
		Dog    "
		Bear   "
		X

NOTE.—The other families of this order are not given, because to attempt so much would defeat the object of the lessons.

Models for identifying or describing:

*Oral*.—The lion is a wild, ferocious, toe-walking animal that belongs to the cat family of carnivorous animals.

Written—

Wild.

Carnivorous Animals.	{	Digitigrade.	}	Cat family.
		Claws retractile.		
Carnivorous Animals.	{	Front teeth in both jaws.	}	Carnivorous.
		Canine, long hooked, fitted for tearing.		
		Molars uneven, sharp, fitted for cutting.		
		Simple stomach.		

After each animal studied, has been identified according to plans given, and a general talk had upon the whole order, a composition should be written upon the subject, Carnivorous animals.

Several weeks may be spent profitably upon a comparison of Herbivorous and Carnivorous Animals.

The following points are suggested :

Kinds of teeth.	.	.	.	.	.	.	Kinds of food.
Kinds of stomachs.	.	.	.	.	.	.	Nature of food.
Shape and comparative size of trunks, especially the ab- dominal region.	}						Quantity of food.
Acuteness of senses.	-	-	-	-	-	-	{ Manner of ob- taining food.
Pliability of osseous structure.	{						
Freedom of motion of the limbs.	{						{ Manner of ob- taining food.
	-	-	-	-	-	-	
Kinds of feet.	-	-	-	-	-	-	{ General habits, manner of obtaining food.
Muscular power. (Relative.)	{						
Limbs as weapons of offense or defense.	{						{ Obstacles to be overcome in ob- taining food.
	-	-	-	-	-	-	
The animal in each order most remote from the type. (Hog, bear.)	{						Food, (both kinds.)

The work indicated by this paper will require more time than that of either of the preceding papers.

*TEXT-BOOKS.*

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That there is a great difference in text-books, no one need seek for the evidence, who will give five minutes' lease of his ears to any of the publishers' enterprising agents. Here, will be shown one with more excellences than were ever "dreamed of in his philosophy," there, another laden with faults enough to make its ambitious author "veil his high tops lower than his ribs to kiss its burial." With all the improved editions of the last ten or fifteen years, how the business and professional men of to-day ever learned to read, write and cipher with what their antique copies must have been, is too profound a question for our present consideration. Yes; there is a great deal in a good text-book, and often a great deal more in a poor one, though the day is, happily, past, when a treatise was valued, like Frederick William's soldiers, by its length, and it is left for the dictionary alone to measure its worth by the number of words it contains, not to be found elsewhere. Yet, fashion still reigns in books, as in other things, and one might probably be without an Alexis collar, or the latest style of ribbon, with as much propriety, as without the text-book of the season. But as the collar or ribbon alone will hardly make the gentleman or lady, so the value of the text-book depends quite as much on the use made of it as upon its inherent merits.

With a well qualified teacher, of half a dozen different books on almost any of the subjects taught in our schools, we suspect it is of comparatively little importance which is chosen, all of them, probably, having more in common, with some slight variations in the mode of presentation, than will be brought within the clear apprehension of the best of our pupils. What matters it, for instance, from what edition the learner reads Cicero, or Virgil? The editor may, it is admitted, by a learned discussion of some difficult or doubtful passage, by reference to rare authorities, and by copious citations in some unknown tongue, increase his reputation among his professional brethren; but he has thereby "become a barbarian" to the pupil who is not yet familiar with the plainest principles of the language. And with the earlier books of the course, the case is not widely different.

These remarks may not apply where the teacher, as we have sometimes seen, with his finger follows the author word by word and line by line, with his eye bound to the page as fast as the bonds of ignorance can bind it. With such, the book is the all important thing, and the teacher may be counted out. Nor would the fear of such results, or the insufficiency of the books, lead us to discard them entirely. In the university, where the student

is advanced and mature enough to compare and weigh the views of different authorities, and perhaps push his investigations beyond the limits of accepted truths, the lecture system forms the fitting supplement; but for our schools, and many of our colleges, the proper use of some good text-book has advantages which any purely oral or lecture system can illy supply.

He who reads from his own prepared manuscript, for his class to copy and afterwards learn, has done neither more nor less than substitute his own text-book for the printed one, while at the same time he has consumed in mere manual drudgery the time of the class that should have been filled with such development and illustration of the subject as are beyond the proper scope of any text-book. Allowing that the teacher is superior in attainments to the author, it is still more important that he should be employed in something better than the dictation of such simple facts as the learner can obtain without his aid, and in the very way, too, that most of his future acquisitions must be made.

GEORGE HOWLAND.

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### THE PUTNAM DRILL AND REVIEW CARDS.

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The Putnam Drill and Review Cards are of real value to the teacher of arithmetic, furnishing him with a large number of examples in simple numbers, including common and decimal fractions, compound numbers and percentage, so arranged that they can be announced in a moment, the same set of questions to an entire class, or a different example to each member of the class. The time usually devoted to the preparation of drill and test questions, which amounts to many hours in the course of a year, is saved. The time and labor of placing these questions on the blackboard or of otherwise announcing them are also saved, while the key provides the results. I have used them for months with such satisfaction and success that I have recommended them to my teachers above eighth grade, all of whom make daily use of them.

The amount of work which can be obtained from a single card is surprising. Take, for instance, the "*Fraction*" card. Here we have hundreds of examples in greatest common divisor and least common multiple of whole numbers, addition, subtraction, multiplication and division of fractions and mixed numbers, and the reduction of denominate fractions. These are varied in difficulty from the simplest example to those embracing four or five opera-

tions each. *There is no need of anything more in the line of drill in fractions, when a pupil has mastered this card.*

The other cards are equally exhaustive of their subjects. That of percentage includes simple interest, discount, bank discount, investments, exchange, partial payments, &c., &c.

The author's plan is to place a card in the hand of each pupil. My teachers have obviated this necessity by transferring the contents of the card in use to the board. This is less convenient, but it saves all expense to the pupil.

H. H. BELFIELD.

Dore School. Chicago, 1872.

## LANGUAGE LESSONS FOR INTERMEDIATE AND PRIMARY SCHOOLS.

### LESSON XIV.

#### THE POSSESSIVE FORM OF NOUNS.

"What is this?"

"That is a hat."

"Whose hat is it?"

"William's."

"Make a statement of what you say."

"That is William's hat."

(Some of the pupils write this statement on the board; the others write it on their slates.)

"What is the word William's?"

"A noun."

"What kind of a noun?"

"A proper noun."

"For what is it used in the sentence?"

"To tell whose hat."

"To tell who owns the hat."

"You may say possesses, instead of owns."

"To tell who possesses the hat."

"Speak the word as we commonly hear it." (Pupils do so.)

"Speak the word as it is here used." (Pupils do so.)

(This should be repeated, with this and other nouns, until the pupils perceive early and can state the difference between the sounds of the two forms.)

"Open your books, and find names used as we have used the name William in this sentence."

(Pupils find many words and pronounce them.)

What is the difference in the sounds of these words and the same words as they are commonly used?

(Pupils state.)

"What do you find in the printed word to represent that difference?"

"An apostrophe and a letter s."

"As you look at the words William and William's, what difference can you see?"

"One has more letters than the other."

"A difference in the size of them."

"A difference in the form."

"Because *William* is the way we commonly use the word, what form may we call it?"

"The common form."

"What shall we call the other form?"

(Pupils do not know.)

"You may call this the possessive form of the noun."

(Pupils spell word.)

The sentence on the board and slates should be corrected by the pupils; other sentences containing the possessive form of common nouns should be written and carefully criticised; a definition of the possessive form of nouns should be obtained from and carefully written by the pupils, and work for a future lesson should be assigned.

## LESSON XV.

### THE PLURAL OF NOUNS—GENERAL LAW.

Study Lesson XIV carefully, and be guided by the outline given below.

Cause pupils,

1. to give nouns denoting one;
2. to change them so that they will denote more than one;
3. to state the different uses of the two forms;
4. to note the difference in the sounds of the two words;
5. to find upon the printed page the manner of representing this difference;
6. to name and define each form;
7. to state and write the law for writing the plural form;
8. to PRACTICE.

## LESSON XVI.

### THE FORM OF THE POSSESSIVE PLURAL.

Lessons XIV and XV will serve as guides for this.

The time of several recitations should be devoted to writing sentences containing the different forms of nouns that have been learned.

## LESSON XVII.

## THE COMMA—ITS USE IN A SUCCESSION OF PARTICULARS.

"I want you to tell me, by writing on your slates, five things that this knife has."

(The pupils at the age of those for whom these lessons are intended will, almost without exception, write five sentences.)

"This knife has a handle."

"This knife has a blade."

"This knife has a back."

"This knife has ears."

"This knife has rivets."

"How many sentences have you written?"

"Five."

"See how many times you have written the words *this, knife, has, and a*. Can you not shorten the work by putting all you have to say into one sentence?"

(Pupils write.)

"The knife has a handle and blade and back and ears and rivets."

"Listen closely. I am going to ask you another question. What is the use of the words handle, blade, back, ears and rivets?"

"What did you discover?"

"You said and, only before the last word."

"Now, I think you can give the sentence that you have been writing, and have it just right. Who will try?"

(Hands are raised.)

"The knife has a handle, blade, back, ears and rivets."

"That is right. All repeat."

(Pupils repeat, and write on their slates.)

"There is a question unanswered. Who can give it?"

(Hands are raised.)

"What is the use of the words handle, blade, back, ears and rivets?"

"Right. Who will answer it?"

"To show what the knife has."

"Because they are all used for that purpose, what may we say about them."

"They are used in the same way."

"They are used alike."

"Now, turn to your books, and find words that are used alike, and see how they are written; then we shall know whether our work is right or not. What do you discover?"



"There is a comma after each of the words except the one before the last."

(Pupils correct the work on the slates.)

"You say these words are used in the same way. How many words in this sentence are used in the same way?"

"Five."

"Many."

"Several."

Which now makes the best answer to my question—five, many or several?"

"Several."

"I think so. We have learned something about the use of the comma, and I want you to tell me what it is."

"When several words are used in the same way, a comma is placed after each, except the one before the last."

Teacher ought now to suggest for many kinds of sentences containing successions of particulars, and have them all written and carefully criticised. Drill on this lesson should continue several days.

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### REAL ESTATE.

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THE pleasant grounds are greenly turfed and graded;

A sturdy porter waiteth at the gate;

The graceful avenues, serenely shaded,

And curving paths, are interlaced and braided

In many a maze around my fair estate.

Here blooms the early hyacinth, and clover,

And amaranth and myrtle wreath the ground;

The pensive lily leans her pale cheek over;

And hither comes the bee, light-hearted rover,

wooing the sweet-breathed flowers with soothing sound

Intwining, in their manifold digressions,

Lands of my neighbors, wind these peaceful ways.

The masters, coming to their calm possessions,

Followed in solemn state by long processions,

Make quiet journeys, these still summer days.

This is my freehold! Elms and fringing larches,

Maples and pines, and stately firs of Norway,

Build round me their green pyramids and arches;

Sweetly the robin sings, while slowly marches

The owner's escort to his open doorway.

O, sweetly sing the robin and the sparrow!  
 But the pale tenant very silent rides.  
 A low green roof receiveth him,—so narrow  
 His hollowed tenement, a school-boy's arrow  
 Might span the space betwixt its grassy sides.

The flowers around him ring their wind-swung chalices;  
 A great bell tolls the pageant's slow advance.  
 The poor alike, and lords of parks and palaces,  
 From all their busy schemes, their fears and fallacies,  
 Find here their rest and sure inheritance.

No more hath Cæsar or Sardanapalus!  
 Of all our wide dominions, soon or late,  
 Only a fathom's space can aught avail us;  
 This is the heritage that shall not fail us;  
 Here man at last comes to his Real Estate.

Secure to him and to his heirs forever!  
 Nor wealth nor want shall vex his spirit more.  
 Treasures of hope and love and high endeavor  
 Follow their blest proprietor; but never  
 Could pomp or riches pass this little door.

Flatterers attend him, but alone he enters,—  
 Shakes off the dust of earth, no more to roam.  
 His trial ended, sealed his soul's indentures,  
 The wanderer, weary from his long adventures,  
 Beholds the peace of his eternal home.

Lo, more than life Man's great Estate comprises!  
 While for the earthly corner of his mansion  
 A little nook in shady Time suffices,  
 The rainbow-pillared heavenly roof arises  
 Ethereal in limitless expansion!

—*Atlantic Month'y.*

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### PREPARATORY SCHOOLS.

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There can be little doubt, we think, that the greatest present need of the higher educational interests of the country is better preparatory schools. We may strive as hard as we will to perfect the curriculum of studies in the colleges and universities, and expend our energies in forming and furnishing means for post-graduate courses of study, but the effort is unavoidably more or less abortive from the failure at the other end of the course. It may seem strange, but we have no doubt that at least one half of the first year in

college is occupied in bringing the students who come from different preparatory schools up to a common level. Let the entrance examinations be as strict as they may, they cannot obtain the same culture in all who come. And there seems to be no remedy for this, until the preparatory schools receive more attention than they now get. We are glad to see that the subject is being agitated in certain quarters. Dr. Reid, president of the State University of Missouri, has proposed the following plan for bringing the University into closer relation to the public schools of the State: "1st. The University should take up the studies exactly where the high schools of the State leave off; and to this end there should be laid down by law a course of study for all high schools in the State, which they should be required to follow. 2d. There should be some change in the way of appointing State students to the University. 3d. A system of public libraries in all parts of the State should be adopted and kept up for the use of every country school." Whether this plan or some other is followed, there can be little doubt that the subject of the dependence of the higher educational institutions upon the lower schools, and the connection between them should be thoroughly agitated, and an improvement brought about. While advanced study and higher education is receiving so much attention, let not that which makes the latter possible, be entirely neglected.—*College Courier*.

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### *EDITOR'S DEPARTMENT.*

It is no good omen for the head of a school or system of schools to regard his work with satisfaction. Contentment, though in general a *desideratum*, is not desirable when connected with school organization and management. We are impelled to say this, not because of some failures by teachers who seem eminently satisfied with the results of their own work, but because of the danger that is approaching us from the older States, of permitting school systems and methods to become fixed. There is abundant reason for dissatisfaction. The line of thought suggested by Dr. Gregory in his communication in this number of the *SCHOOLMASTER*, to be continued next month by an article from W. H. Richardson, is proof that a change is desirable. That there is too much time assigned to arithmetic many believe. An author of a popular series of Arithmetics suggests nine years' work from "Oral Instruction" to "Mensuration," passing over the work contained in four books, and reciting once each school-day during that time. We believe this is one extreme, and that more schools are nearer to this extreme than to the opposite of "six months."

Is there not room for dissatisfaction and consequent effort in this one matter. Although we are pleased to look back over a decade and see what has

been done in methods, discipline, management and organization, it will be a sorry ten years' work if 1883 does not find the common schools to have made a proportionately greater improvement.

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Senate Bill No. 37, has passed the Illinois Senate and is now ordered to a third reading in the House. This is the new school-law of Illinois. It will doubtless be the law of the State by the time the SCHOOLMASTER is in the hands of its readers. During the winter, it was currently reported and believed by men in high places, that the school-law would receive no attention from the present legislature. Its author, Senator Willard C. Flagg, of Madison county, is entitled to the warmest thanks of the friends of free schools; he, and the educational committee over which he presides, have persistently watched, pushed and defended this measure. Every attempt to weaken its efficiency by amendments has resulted unsuccessfully. Friends of education in Illinois will do well to remember and reward the labors of such men as have stood by and defended the genius of our school system. Flagg, Miller, Woodard, McNulta, Bush, in fact, we think the entire committee on education in both bodies, have done credit to themselves and the people whom they represent. We are indebted to Senator McNulta for a copy of the bill and shall be glad to notice it at length. The section relating to schools in incorporated towns is quite satisfactory.

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A Virginian recently wrote as follows of Thomas Jefferson :

Mr. Jefferson took great interest in educational matters, and to him, more than to any other man, is due the gratitude of the nation for his wise and philanthropic movements to introduce a system of free common schools, which, for some reason, failed to become an established institution. Had his idea on this great subject been carried out, and the system thoroughly established in his native State, she would never have lost her ascendancy in the galaxy of States, but would ever have continued to be the guiding star of the Republic. What prophetic vision must this great man have possessed to thus discern the future, and to foresee, that a system of free common schools was an essential concomitant of an enduring Republic. Let us thank a kind Providence that the idea of popular education, so long ago proposed, is no longer in embryo, but has become in the native State of its projecter, a grand, living utility, and is exerting its elevating influences over all.

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**NORMAL SCHOOLS.**—The Richmond, Va. *State Journal*, of March 6th, contains the following :

**NORMAL SCHOOL BILL.**—The bill introduced in the Senate to establish and maintain a State Normal-school and to provide otherwise for the training of teachers for the public schools of Virginia, is one which we are more than glad to see. It is a step in the right direction, and one taken not a moment in advance of the needs and demands of the people. We shall take occasion soon, to speak of this normal-school plan, and of its many and great advantages over any other system of practical education in connection with our public-school system. A public-school system once adopted in the State, makes a normal-school an essential feature of it at once. It is so regarded everywhere. The two go together as simultaneous features in public education.

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In the *University Monthly* for February, we find an account of the recent meeting of the Tennessee Teachers' Association. Among the proceedings, is a "debate" on "Normal-schools, and their relation to an efficient system of

common-schools." This debate, however, seems to have been entirely a one-sided affair. Prof. McDonald led off with a strong speech in favor of normal-schools. Gen. E. Kirby Smith followed, on the same side. "In his opinion, normal-schools constitute the basis of every system of public instruction; indeed, they are the keystone in its arch." In the *Baptist Missionary Magazine* for March, two of the leading missionaries, writing from their separate fields in Asia, give accounts of their normal-schools; one speaks of having twenty pupils in his school; the other has fifty.

Doesn't it look as though the "normal-school system is a failure?" Where are some of our *wise men* who have been demonstrating this proposition lately?

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The American Club in Liverpool have their office and reading-room in Batavia Buildings, Hackins Hey; the reading-room is supplied with American papers, and is free to all Americans, either resident or visiting, and to Englishmen who have connections with America. C. W. Felt, Esq., editor of the *English American*, is Secretary of the Club.

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Dr. George Vasey has received the appointment of Botanist to the Agricultural Bureau at Washington. In these days of anti-civil service reform it is encouraging to hear of the appointment of an officer solely on his merits. Dr. Vasey has spent a lifetime studying botany. Everything in his life has been subsidiary to this one object. He is acknowledged authority on the subject, and has collected the largest museum of specimens in the U. S., except one, that of Dr. Gray at Cambridge. These specimens carefully catalogued and labeled are now in the museum of the Natural History Society at Normal, Ills. In the removal of Dr. Vasey, Illinois loses one of her most scholarly and earnest scientists, as well as a polite and true man.

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## *EDUCATIONAL INTELLIGENCE.*

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CHICAGO.—The severity of the winter has afforded an excellent opportunity to test the efficiency of the different modes of heating now used in the different school-rooms. The furnace, however, is not used in the largest, but in the eight and twelve-room primary buildings. On the basis of dollars and cents only, direct radiation is most economical, and indirect radiation with use of the fan the most expensive; but on the basis of health the latter mode takes precedence. The amount of coal consumed by either mode, however, depends, to quite an extent, upon the engineer, the arrangement of coils, and the style of furnace.

The City Normal-school is in a flourishing condition, and is actually doing a work whose excellency is not equalled by any other normal-school in the State, notwithstanding the efforts of one of the evening papers of this city to make it appear that the pupils of the City Normal receive very little in the way of professional training, and that little, of very poor quality. And it is somewhat surprising to hear men who know (or ought to know) that the extended course of the City Normal not only necessitates greater academic attainments but also affords equal or greater opportunities for professional training than hitherto enjoyed, try to make it appear that young ladies who have very little knowledge of the common-school branches, can in the *same time* reach nearly the same point in acquisition of mere knowledge as, and also secure far greater professional

skill than, those who begin their normal course with from one to two years mental discipline in advance of them, for the reason that they go to a certain other normal-school. This reminds us of an advertisement we once saw which told young ladies that if they would attend a certain school, they could learn as much of mathematics in three months as could be acquired in any other school in several years, because in that remarkable school the proprietors had invented a patent lightning process by which the (female) mind would be able to grasp all that could be learned of mathematics in a short time.

The Cook County Normal still flourishes with its corps of teachers at full salary. It seems that after the fire its teachers offered their services to the county till such time as the county was able to pay them, and consequently they received no pay for November and December, but with the new year their pay commenced again. It is argued that the city could not justly be relieved from paying about nine-tenths of the expenses of running the County Normal, because there was no law authorizing it, and no precedent for such favor to the city, which is doubtless correct. Few doubt the need of the County Normal, or that it is giving its pupils great advantages, helping many to become good teachers who would otherwise fail, and enabling others to excel who would never without it have ranked more than good. The County Superintendent is preparing to give the scholars under his supervision competitive examinations, to ascertain as nearly as possible their relative standing.

The Board have requested the common council to erect a new grammar building for the accommodation of the old Jones and Dearborn districts, and also to erect buildings on the sites of the Ogden and Kinzie schools. The Superintendent presented Edwards's Intermediate reader to the Board and thought it might be profitably introduced where the Fourth is now used, that book not meeting the needs of the schools as now used.

At the last meeting of the Principals' Association, the committees appointed to report revisions of the graded course, gave in their reports, which with but slight emendations were adopted, and the Board recommended to adopt as presented to them. No great changes were made; the greatest being the substitution of Edwards's Intermediate Reader for Edwards's Fourth, and dropping the Analytical speller in the seventh and sixth grades; the adoption of a syllabus in geography and grammar which would, if literally adhered to, make the primary geography now in use, and the grammar used in the fourth grade, useless lumber. It was earnestly hoped that the course as recommended would be adopted by the Board. It was quite generally thought by principals that the progress of pupils is often, if not generally, impeded by the use of too many text-books, and their action would indicate that they are so numerous in the Chicago schools as to impede materially the rapid advancement of the pupils.

#### ILLINOIS:—

*Winnebago County.*—Sup't Andrew held a very successful institute in the public-school building at Pecatonica, on Feb. 10th. About twenty teachers from different parts of the county were present, and all had a very pleasant time. He will hold a County Institute at Rockford during the first week in April.

*Greene County.*—County Institute will meet in Carrollton, March 26th—29th, inclusive.

*Lee County* Institute meets at Amboy during first week in April.

*Waukegan.*—The County Association hold frequent sessions at different points within the county. Much work is done. We notice among prominent workers the name of Prof. S. W. Garman, late President Miss. State Normal-school, now Prof. in Lake Forest Seminary. Prof. Garman "will not down" when any school work is within reach, but must always lend a helping hand.

*Crawford County.*—Institute held a successful meeting lasting three days. Dr. S. A. Barner, Co. Superintendent, presided. The semi-annual address of the Co. Sup't was one of the most valuable parts of the programme, and worth a score of popular lectures. The SCHOOLMASTER has received a long account of the institute but no date accompanies the report.



*Cook County Normal School.*—The Board of Education of Cook county made, on January 11th, a report of the condition, &c., of this school. We have been kindly furnished with this report, and are glad to present our readers with extracts and notes from it. It is authority upon which we can depend. "The total expenditures for the schools of the county, (city excluded,) for the year ending July 31, 1871, was \$342,190. 36. The ordinary expenses of the county Normal School was a little less than \$10,000 as shown by bills audited by the county Board of Education. (Statements of the daily press, that the running expenses of the school are between \$20,000 and \$30,000, are not true.)" "The estimate of *all expense* of the school, for the year 1871 and 1872, as presented to the Board of Supervisors, at the September session, by the county Board of Education, was twelve thousand dollars, or *five per cent.* of the amount expended for schools in the county last year."

"The county Superintendent says, the efficiency of the schools has improved fully *twenty-five per cent.* within the last two years, because more teachers who have been well prepared for their work, have been employed in them; and that the Cook county Normal school has furnished the greater part of these."

"This number of graduates compared very favorably with the Chicago Normal school, which graduated during the first four years of its organization, only 23."

"There were 104 members of the Normal department at Englewood, at the close of December, and 62 in the Normal department of Chicago."

"We feel very confident that the great success which has attended the work of the Normal school of Chicago, in educating her own teachers, is being fully equalled in what the Cook county Normal school is doing; in supplying competent teachers for the schools of Cook county. And we firmly believe that the usefulness of this school will be very much increased in the coming years, and that it will not be long before the schools of our county will be supplied with competent teachers."

"It is true, that the city has realized scarcely any direct benefit from the county Normal school thus far, but this is one of the strongest proofs that the county Normal school is needed; for the demand for qualified teachers is so great, in the county, that the towns of Hyde Park, Lake, Lake View, Evanston, New Trier, Jefferson, Cicero and many of the thriving villages on our various railroads, pay *better* salaries to a teacher just commencing, than is paid in the city."

"Let it be remembered that very many of the wealthy citizens, living out of the city and in Cook county, do business in Chicago, and pay very heavy taxes for school purposes in the city, although they do not enjoy its school privileges."

"Furthermore this is the only county institution from which the county (city excluded) obtains greater benefits than the city."

"If we have been correctly informed, *nearly all of the inmates* of the county Hospital, which costs \$40,000 per annum, and of the county Insane Asylum and Poor House, which costs \$250,000 per annum, including county agent, (as shown by estimate for the year 1872,) come from the city."

"The interests of Chicago and Cook county are united, and we do not feel that it is just to separate them or to draw any narrow lines."

"As before stated, the bills audited by the Board of Education for the running expenses of the school, was a little less than \$10,000. The teachers employed in the school are among the best educators in the state. Miss A. Frost resigned in September last, to go to Vassar College, New York. We have just received the resignation of Miss M. R. Gorton, who has accepted a position in the Normal department of the Arkansas Industrial University, at a salary of \$1,800 per annum; and last year, Mr. Wentworth, the principal, received an application to accept a position, at a salary of \$4,000 per annum."

"Miss A. G. Paddock, the training teacher, ranks among the very best teachers in the west, and is receiving less, than the average salary paid such teachers. We would report that the teachers and engineer, immediately after the fire, nobly and generously came forward and tendered their services to the Board of Education without pay, and they have been working for nothing since Nov. 1st, 1871."

"Our contract with them closes on July 4th, 1872. We have resumed payment of their salaries, to take effect Jan. 1st, 1872. We find that it will need an appropriation of \$5,000 to pay all expenses of the school up to July, 1872, as follows:



"D. S. Wentworth, salary from Jan. 1st to July 1st, 1872, six months, \$1,800; Miss A. G. Paddock, from Jan. 1st to July 1st, 1872, \$720; Miss M. R. Gorton (or successor) from Jan. 1st to July 1st, 1872, \$720; Miss S. Byrne, from Jan. 1st to July 1st, 1872, \$720; W. H. Smith, from Jan. 1st to July 1st, 1872, \$300; Geo. Muirhead, engineer and janitor, from Jan. 1st to July 1st, 1872, \$900. Total, \$4,920."

Respectfully submitted,

A. G. LANE,

Jan. 11th, 1872.

Sec't Board of Education.

NOTES.—A Japanese embassy has arrived in this country to confer in relation to the revision of treaties. Our Minister to Japan comes with them. Six Japanese young women accompany his wife, to be placed in some seminary of learning, at the expense of their government. We have had male Japanese students in this country by the hundred, but we believe these are the first female students from that country.—There are 3000 public schools in Virginia, principally attended by colored children. The whites mostly own the school houses and pay the taxes. Nevertheless, the *Richmond Enquirer* is in favor of the system.—The yearly income of Harvard College is \$829,149; this is \$8,353.25 less than the annual expense.—In 1871, 902 miles of railroad track were laid in Illinois, being nearly twice as much as in any other State.—Gov. Brown, of Missouri, graduated at Yale College in 1847. Rev. John Todd, of Pittsfield, Mass., author of "The Student's Manual," graduated at the same institution in 1822.—Joseph Gillott, the great pen-maker, is dead; he began life very poor, and died a millionaire.—Dr. Carl Roth, in *Good Health* for January, maintains that small-pox is a result of civilization; that vaccination is not a protective against it, and that liability to the disease is lessened by a free use of *salt*.—The sale of Tilton's Life of Mrs. Woodhull is forbidden in Germany.—They are spending money for school houses in Kansas. One costing \$60,000 has just been finished at Fort Scott; one costing \$45,000 is now building at Paoli; Parsons is building one worth \$15,000,—the town is only ten months old. Other good houses are building in other towns. School houses are better than court houses or jails.—A Boston paper estimates the domestic trade of that city, for 1871, at \$1,200,000.—It is said that the tobacco crop in Hartford county, Conn., for 1871, was worth \$4,000,000.—On Dec. 5th, Prof. Young observed a star of the ninth magnitude nearly directly behind the center of Encke's comet. The star, when viewed with a magnifying power of 200, did not seem dimmed in the slightest degree.—The Methodists have the most colleges of any church in the United States, being 61; the Catholics next—58.—The following notice was served upon a northern school teacher in Texas, recently, signed by some eight or ten of the larger boys, three of them between 17 and 20 years of age: "We, the undersigned, require you to treat to a bushel of pecans, five pounds of raisins, and three of candy. If you refuse we will put you in the deepest hole of water within one mile of the school house."—There is much excitement in Big Rapids, Mich., over the almost unanimous refusal of the small boys in the public schools to submit to a rule which commands them to carry wood into the principal's room. They have been expelled, and, of course their parents are embroiled.—The "most prominent citizen" of St. Joseph, in a communication to the *Herald*, advocates the reduction of the salaries of teachers in the public schools 33 per cent., (most of the women receive less than \$600,) on the principle that the less a man is paid the better he works.—The Kansas Pacific Railway company has given three large lots in an eligible location in the flourishing town of Armstrong, for the erection of a graded-school house.—Mr. A. E. Winship, for several years teacher in the Bridge-water Normal-school, is now traveling agent in New England, for the house of Ivison, Blakeman, Taylor & Co.—The schools in Metropolis, Ill., re-opened on Monday, March 7th; they had been closed on account of small pox.—The schools of Peoria resumed on the 11th, after a suspension for several days for the same cause; they have since suspended again.—A bill prohibiting boys under *twelve years of age* from carrying fire-arms has passed the Virginia House of Representatives. How shall the innocents defend themselves?—Until 1940, every train carrying passengers on the Great Western Railway of England from London to Exeter, must stop ten minutes at Swindon station; because the company agreed to such an arrangement in 1841, for 99 years, the consideration being that Messrs. Rigby should build the station and refreshment rooms at that point at their own expense. The courts have decided that a 'bargain is a

bargain" in this case.—It is said that Rev. Birdsey G. Northrop, Secretary of the Connecticut Board of Education, has been offered the position of Superintendent of Public Instruction in Japan, by the Japanese *charge d'affaires* at Washington, salary, \$10,000 a year in gold.

### ILLINOIS NORMAL.

Jan. 6, 1872. First meeting of the societies this term. The Wrightonian Hall was filled with an intelligent and interested audience. The exercises before recess were an essay "Retrospecting" by Miss Thomas; reading "A. Ward's visit to the Mormons," by Mr. Kimbrough; the reading of the "Oleastellus" by Misses Edwards and Franklin; and an oration by Mr. Johnston. The paper was unusually interesting this evening. We have much to thank our fair editresses for. The members of the societies do not fully appreciate the culture derived from the society papers, or else they would more willingly contribute to them. Mr. Paisley treated the assembly to a fine essay upon "Words" after recess, followed by the reading of extracts from "Iliawatha" by Pres. Edwards. This was the most interesting entertainment of the evening, as it was interspersed with tableaux appropriate to the thoughts unfolded in the poem. Jan. 13, the favorable weather and the interesting exercises on this evening secured a crowded hall at an early hour. Willie Coffeen gave a German reading which amused us all on account of its oddity. A pantomime, "The Inquisitive Yankee", produced roars of laughter; an essay "Passing away" by Miss Alexander, showed a great deal of preparation, and received the favor it merited; "How Jamie came home" was well recited by Miss Peter, and produced a decided effect; reading by Miss Bullock; tableau "Dried to hang up, and hung up to dry" created a hearty laugh; Miss Flemming's essay "Tread the Wine Press alone" was one of the best we have ever heard in the Wrightonian Society. A vocal duet by Misses Stroud and Boller was excellent; a drama and a song by Miss Richardson completed the exercises for Jan. 13. Jan. 21, declamation by Mr. Arnett. We heartily thank Mr. Shearer, of Sec. F., for the oration he delivered upon the "Actual and the Possible" and "cordially solicit a continuance of the same." Solo, Miss Ford, was beautifully sung; tableaux, "Paradise Lost—Regained," showed the miseries of bachelor life, and the blessings of matrimony. Instrumental music, by Messrs. Chambers and Shannon, and a declamation, "The Miser Punished", by Mr. Anthony, completed the exercises before recess. After recess the society listened attentively to a lengthy debate on the Ku-Klux bill, on the affirmative by Messrs. Kimbrough and Mason; on the negative by Messrs. Rayburn and Thurber, decision given to the affirmative, by Pres. Edwards, Messrs. Coy and Wilson. Instrumental music, closed the entertainment for the evening. Jan. 28, both societies united in a sociable and passed a pleasant evening. Feb. 3, The pantomime "The Way Side Inn", showed how a thrifty landlord managed to accommodate all of his customers with *one bed*. The farce, "Scenes in the Partington mansion", was well rendered and created much mirth; the oration by Mr. Stevenson was well prepared and well delivered. The most useful of all the exercises of the evening, was the "Oleastellus" by Misses Edwards and Monroe, as it contained several instructive pieces. As this was the last night that the President could call his own he devoted himself with more than his usual energy to make it a success.

Feb. 10—Early in the evening Mr. Roberts made a few remarks thanking the members for their kind support. He then introduced Miss E. A. Monroe, the newly elected President, who made a very pretty little speech asking the hearty co-operation of the members in her efforts to secure mutual improvement. Feb. 17.—Space forbids me to mention the many useful and instructing exercises that have taken place during the month. On this evening the much-talked-of debate between Dr. Sewall and Prof. Hewett upon the "Darwinian Theory," took place. In this, unlike many of the debates with which the faculty present us, the contestants were thoroughly prepared and each seemed to be the equal of the other. I suppose that every person left the hall believing

much more understandingly. March 2.—The principal exercises upon this evening were an oration, "Victory," by Mr. Hovey; an essay, "Smiles," by Miss Moore, and a Selected Reading, by Prof. Stetson, concluding with "The Songs of Seven," representing seven periods of life. March 9.—The exercises on this evening were for the most part good, but we notice a lack of original work. Some of the exercises on this evening deserve especial mention. The oration delivered by Mr. Elder was full of good, solid sense. Essay, by Miss Stewart, was good. March 16.—The most notable exercises on this evening were an oration by Mr. Anthony, a song by Miss Mary Hawley, and a debate on the "New Liquor Law," in which Messrs. Stuart and Spear overcame Messrs. McMurry and Barry, thereby deciding that the liquor law should be repealed. An essay, "In Memoriam," was also read by Mr. Kimbrough in memory of Mr. Holcomb. Affairs around the village are about as usual. A new hotel has been fitted up to take the place as nearly as possible of the one recently burned down. Sec. A, are groaning because of the fiat recently announced by the faculty, which prohibits all but the *best* twelve from making their little speeches and reading their pretty essays. They all look many years older, since the announcement. On the receipt of the news of Henry F. Holcomb's death, the society appointed a committee of three to draft resolutions expressing the sympathy of the society.

WHEREAS, God in his infinite wisdom has seen fit to call from us a beloved brother and fellow-laborer, Henry F. Holcomb, therefore,

*Resolved*, That we the members of the Wrigtonian Society feel that in his death we have lost from our number a kind and genial friend, a useful and efficient laborer, and a noble, christian man.

*Resolved*, That we sympathize with his parents and relatives in their bereave ment.

*Resolved*, That as a token of our respect for his memory we drape our hall in mourning for thirty days.

*Resolved*, That we furnish a copy of these resolutions to the family of the deceased, and that a copy be sent to the CHICAGO SCHOOLMASTER, a copy to the *Bloomington Pantagraph*, and copies to the *Waukegan Gazette* and *Lake County Patriot*, for publication: also, that a copy be preserved in the archives of the institution.

E. A. MONROE,  
E. R. E. KIMBROUGH, } *Committee.*  
C. J. RAYBURN,

Henry F. Holcomb was born at Libertyville, Lake County, Illinois, June 21, 1847, and died, after an illness of only four days, at the place of his birth, March 7, 1872. Mr. Holcomb attended Clark Seminary, at Aurora, Illinois, five terms during the years '66 and '67. He taught the Libertyville school in the following year, and entered the Normal University in September, 1868. Here he was distinguished for his scholarship and the active and able part he always took in the work of the literary societies. After graduating at the University, he returned to Libertyville, and took charge of a select school in the village, at a salary of \$1,000. Mr. Holcomb was a young man of excellent character, and possessed more than ordinary ability.

At the time of his death, few young men could look back over their lives with better reasons for being satisfied, nor could they look to the future with better prospects for success.

At a meeting of the faculty and students of the State Normal School, held Tuesday, March 19, the following resolutions were unanimously adopted:

"*Resolved*, That we have learned with sorrow of the death of our friend and former school-mate, Henry F. Holcomb, and that we offer to his family and friends our most earnest sympathies."

The Committee were directed to furnish copies of the above, for publication, to the *Teacher*, the *SCHOOLMASTER*, the *Waukegan Gazette*, and the *Lake County Patriot*, and and also to send a copy to the family of the deceased.

J. W. COOK,  
J. M. GREELEY,  
J. H. STICKNEY,  
FLORA PENNELL,  
MARY C. FERRY, } *Committee.*

## BOOK TABLE.

*Cutter's Second Book on Analytic Anatomy, Physiology and Hygiene; Human and Comparative.* CALVIN CUTTER, M. D. Illustrated: J. B. LIPPINCOTT & Co., 1871.

Thousands are indebted to Dr. Cutter to-day, for some knowledge of the structure of the "house in which we live." A pioneer in this field of science, as adapted to school boys and girls, he has held a place with many rivals, and in his old age has given us a better text-book than the old one. It is not a new edition of the old work, but a new and really valuable contribution to our list of school-books. We especially commend his system of "Unifia" and "Synthetic Topical Reviews." The typographical execution of the book is first-class.

*A Manual of English Literature*, by JOHN S. HART, LL. D. Philadelphia: EL-DREDGE & BROTHER, 1872.

"This book is intended to serve the double purpose of a text-book and a book of reference." As a result of this intention, as stated in the preface, the book is large—636 pp.—and to our notion too cumbersome, to be convenient for common, every-day school use. It is *full*. As a reference book it is superior, as indeed is everything that comes from the hands of this author. Perhaps our nations of small text-books are one-sided, most notions are, but we confess to an antipathy towards voluminous books, that must be taken to and fro often from school-room to boarding-house. The work in hand, so valuable in matter, and bound with usual care, after four months' school-work will be worn out and worthless, if it falls into the hands of high-school pupils similar to those with whom it is our fortune to be acquainted. The style of the pages is the same as in *Hart's Rhetoric*. Each topic and sub-topic being suggested by heavy head-lines.

If that part of this book in larger type were put into one little manual, and the rest left for a separate volume for reference, the work would be more acceptable to many teachers.

*Lectures on Satan*, by Rev. THADDEUS McRAE; 16mo. cloth, 173 pp., price 90 cents. GOULD AND LINCOLN, Boston.

This book contains eleven short lectures on the nature and work of Satan, as indicated by the Bible. The author stoutly maintains that Satan is a real person, and neither a myth nor a principle. He also believes that the demoniacs in Christ's time were actually possessed by evil spirits, and that modern spiritualism is Satan's work. We have read the book through; and, although we think most of the author's conclusions will be accepted by those who receive the Bible as a divine revelation, it seems to us that some of his assertions rest on a very narrow basis. An opinion founded on a single statement, in the poetical book of Job is, to say the least, hardly proved. Where, on p. 79, the author begins gravely to discuss Satan's *rate of travel*, the idea strikes us somewhat ludicrous; it reminds us of a remark we once heard in a "hard-shell" sermon; the preacher, speaking of chaining Satan, declared that he supposed it would take a chain with links larger than the stovepipe, to which he pointed, to hold him! Still, we believe a perusal of this book will do good, if it leads to a more careful study of what Scripture teaches in regard to the great embodiment of evil.

*The Bremen Lectures*; 12mo. cloth, 308 pp., price \$1.75 GOULD AND LINCOLN, Boston.

These lectures, nine in number, were delivered in the city of Bremen, in the year 1869, by some of the ablest scholars in Germany. They are strong, broad and able arguments for the more orthodox views upon some of the most important living questions of the day, questions over which the battle between faith in the scriptures and unbelief, between science so-called and theology, is now raging. We regret that space forbids us to give a full list of the topics, and their authors; the following specimens will sufficiently indicate their scope: "The Biblical account of Creation and Natural Science," "Miracles," "The Authenticity of our Gospels," and "Christianity and Culture." The lecture on the Authenticity of the Gospels is by the eminent Tischendorf; the lecture on "Christianity and Culture," should be read by every earnest thinker. Thoughtful young men whose belief in old opinions has been shaken, simply from the fact that they are old, or that it is the fashion to sneer at them in certain quarters, would do well

to buy and carefully read these lectures; every one who desires to hear both sides of the question will wish to do so.

*God with Us*, by ALVAH HOVEY, D. D. 12mo. cloth, 271 pp., price \$1.75. GOULD AND LINCOLN, Boston.

No one conversant with the literature of the day can fail to observe that the question What think ye of Christ? is profoundly agitating the world of thought. In these pages, Dr. Hovey has exhibited, in wonderfully clear and simple language, his views upon the momentous question. He states most distinctly the "faith that is in him," and makes very apparent, his reasons for that faith. In the course of his book, he not only breaks a lance with Strauss and Renan, but with Ward Beecher and Dr. Bushnell. All earnest inquirers after the truth will be interested in his discussion of the subject, whether they are ready to accept his conclusions or not.

*The Service of Song*, Hymn and Tune Edition, square octavo cloth, price \$2.00; Hymns, 16mo. sheep, \$1.25. GOULD AND LINCOLN, Boston.

This book is designed especially to promote congregational singing in Baptist Churches; it contains more than 1000 standard hymns set to good and easy tunes. The authors' names and dates are attached to the hymns; the book is also furnished with copious and convenient indices. We are glad to notice that the hymns generally seem to be given as the authors wrote them, unmarred by the vandalism of hymn-tinkers.

We have not found a single typographical error in any of the four books. Their matter, too, is solid and substantial, as is generally the case with books from this house; they print no trash.

*The Educational Year-Book*, for 1872. Cloth, 222 pp., price \$1.25. TEACHERS' NATIONAL PUBLISHING ASSOCIATION, care A. S. BARNES & Co., New York.

This book is almost indispensable, as a book of reference, for teachers, superintendents, and all interested in systems of education. It contains a summary of the Public School Laws of the several States and Territories, a list of institutions, public and private, with their officers, educational notes and statistics, an almanac, a summary of education in foreign countries, &c., &c. There is a vast collection of information given in small space, but we find very many errors, especially in the names of teachers and school officers; there has been a great lack of care on the part of somebody, in preparing the work.

*The Comprehensive Speaker* by HENRY T. COATES. Philadelphia, 1871, PORTER & COATES. The number of Speakers has increased greatly during the past three years; many of them are trash, containing poor selections, extracts from second-rate authors, and extracts from standard writers incorrectly published. This last evil is by no means the least, for a piece memorized in youth is likely to remain with the student; at least, some parts and sentences will never be forgotten, hence the importance of correct quotations. The book before us seems to excel in this respect. It contains many pieces, covers 672 pp., and will fill the want of many advanced students who find declamation an important part of their work.

*Pinneo's Guide to Composition*, by T. S. PINNEO, M. A., M. D. WILSON, HINKLE & Co., Cincinnati and New York. We feel somewhat about "Guides to Composition" as we do about "Speakers": unless something new can be designed we have seen enough of them. This book is certainly as good as the rest; for its purpose, better than some. The author ought to write a good book, his grammars have given him experience. Although we confess to opening this with a little prejudice, for we love his grammars little, it is certainly well adapted to put a class in good writing condition by easy and proper steps.

*Word Analysis*, a graded class-book of English derivative words, by WM. SWINTON A. M. New York, IVISON, BLAKEMAN, TAYLOR & Co. The study of words is urged by all. Just how that study shall be prosecuted is a somewhat unsettled question. Mr. Swinton has prepared a little work of 125 pp. with great care. The pupil who shall learn its pages will have amassed a wealth of word-knowledge. In the present state of our schools it seems somewhat doubtful about the extended use of this text-book.

*Schools and Schoolmasters*, from the writings of CHARLES DICKENS, edited by T. J. CHAPMAN, M. A. A. S. BARNES & Co., New York. This is published as an addition to the "Teacher's Library" of A. S. Barnes & Co. Four of Dickens' sketches of schoolmasters are given in 215 pp., Squeers, Dr. Blimber, Mr. Creakle and Dr. Strong. We are glad to see these characters in one group. We are obliged to the editor, too, for putting Mr. Squeers in the first part of the book, so that he may be forgotten before the volume is completed. We notice a few typographical errors, easily corrected in subsequent editions.

*A Compendious Grammar of the Greek Language*, by ALPHEUS CROSBY. WOOLWORTH, AINSWORTH & Co., New York and Chicago, 1871. The aim of the author to supply "a grammar which should be portable and simple enough to be put into the hands of the beginner, and which should yet be sufficiently scientific and complete to accompany him through his whole course," has here been realized very successfully. The marked skill exhibited, by which needless repetition is avoided, was always an excellent feature of Crosby's Greek Grammar. In this revised edition, these tables are printed even more compactly than before, while the use of different varieties of type in the analysis of forms, must prove of very good assistance to the student. The work is clearly printed and issued in handsome form. As it now appears, it has, so far as we are aware, no superior as an instrument for acquiring an intimate knowledge of the noblest of the classic tongues—the language which Coleridge so truthfully declares "the shrine of the genius of the old world."

*The New American Speller*. E. H. BUTLER & Co., Philadelphia. This is a neat little book of 72 pages, beautifully illustrated with really good pictures. It also contains sensible directions how to use the pictures to promote correct spelling. The author's directions to teachers in respect to conducting spelling exercises, are worth the careful attention of every teacher who has to instruct in this very important, yet much neglected, much abused, branch of learning. The aim of the book seems to be to aid young people not only to spell correctly, but to master the words intelligently—so to fix them in the child's vocabulary that they shall be available for future use. From a cursory examination, it seems calculated to do good work in this direction; and, therefore, we give it a hearty welcome.

*I. Primary Lessons in Numbers.—II. Elementary Arithmetic.—III. Common School Arithmetic.*

D. B. HAGAR, Principal of the State Normal School Salem, Massachusetts, is the author of these books. COWPERTHWAIT & Co., Philadelphia, Publishers.

The fraternity will thank us for directing their attention to these opening books of a new mathematical series. The day seems near at hand when the highest skill of scholars, artisans and artists will be in demand for the production of school books. In days not far gone by, how uninviting was the page on which the learner was bidden to fix his eyes!

The "*Primary Lessons in Numbers*" makes us wish that the charming duty were our own, of introducing children, by its aid, to the fundamental ideas of number. What pictures are here!—of lilies and doves, of skaters and coasters, of lawn, sea, and river.

The relations of fractional units are well and attractively shown. We have long known that a Yankee's genius for the jack-knife ought to make it possible to teach even primary-school children these relations.

More than in any other primary lessons that we have ever examined, these combine oral and written exercises, even from the beginning. Any teachers—and such can still be found—who doubt the practical advantage of "oral arithmetic," will here find acceptable aid in the early introduction of written work. We fear that, with so early and so full exercises for the pencil, the inexperienced teachers will yield to the child's proverbial fondness for "making figures," and dispense with the requisite off-hand mental gymnastics. The doctrines of arithmetic are best presented in connection with small numbers; and in such work the pencil hinders oftener than it helps. Throughout the series, however, problems are given for oral solution.

From the charming "*Primary Lessons*," the pupil is taken either to the "*Elementary*" or to the "*Common-School*" *Arithmetic*, according as his school relations indicate

a meager or a somewhat full course in this branch. Even the smaller of these two books is styled "a complete arithmetic."

We are vexed to find that the answers to seven hundred easy problems are given in the "*Elementary*." It seems a pity that either the loudness of the call for answers or the poor cry that "If I do not print answers, some one else will," should shield an author or publisher while pandering thus to a weak and weakening taste.

"All obsolete and valueless material, and all merely puzzling problems have been excluded," even from the higher work, "but no pains have been spared to embody valuable modern methods of computation, and topics having direct relation to business as it is transacted at the present day." This claim, we think, is well supported by the plan and execution of the entire volume. We believe the author is right, too, in saying that "the third book is ample enough in its range of subjects and exercises to qualify the learner for a skillful and prompt solution of all ordinary problems of a commercial character, and at the same time to subserve the purposes of mental discipline."

The prominence given to Rules is, to our mind, inexplicable. Think of giving up eleven lines of beautiful italic to directions for reading a given value in dollars, in cents, or in mills! What though we dignify the directions by calling them a "Rule for Reduction of Federal Money!"

We can not tell what our readers will say of the following proof for addition. We think it ought to amuse them. "PROOF:—Add the numbers a second time in a different order. If the work is correct, *the result will be the same by both methods.*" (Italics, ours.)

We are told that "a Degree is one of the 360 equal parts of a circumference." Does this definition preclude the possibility of there being *other* parts of the circumference joined with the 360 *equal* parts, in order to form the circumference?

Notwithstanding a few adverse criticisms, we must pronounce these arithmetics among the very best we have yet seen.

## PERIODICALS.

The *Virginia State Journal*, of Richmond, in every issue, contains editorials characterized by excellent sense. In its issue for March 13th, is a very able article, entitled "Let property educate." We regret that space will not allow us to transfer a part, or the whole of it, to these columns; it reaches this just conclusion, however, "Property should pay for the education of the people."

The *Galaxy* for April came out with its usual promptness; it is not less interesting and valuable than its predecessors. Justin McCarthy's sketch of Charles Reade will be of interest to all who have read Reade's Works. We imagine that the article on "The French at Home" gives a very truthful picture of that strange, mercurial people. "Fifteen years a Shakeress" is finished in this number. Gen. Custar continues the story of "Life on the Plains." "The Nether Side of New York," this time, points out one of the most potent of the causes of pauperism in that city, and the evil is not confined to the city; it is strange that, with our stringent laws against gambling, so much of it is done, and done openly and defiantly; and it is not less strange that the gambler, especially by lottery, never has far to seek, to find fools for his victims. Ella Williams' sketch, "Very Narrow Indeed," has its moral on its face. Hon. Gideon Welles begins an account of the Plan of Reconstruction cherished by Lincoln and Johnson. The political and historical articles are among the most valuable in the *Galaxy*.

*The Lens; a Quarterly Journal of Microscopy, and the allied Natural Sciences.* Chicago, Jan. 7, 1872.

The first number of this journal, which is the organ of the State Microscopical Society of Illinois, presents an attractive typographical appearance; its issue was delayed by the great fire of October. The present number contains several original articles of great interest to microscopists and naturalists. The scope of the journal is quite broad. Although it is chiefly to be devoted to the interests of Micro-

copical Science, "no communication of value, relating to any department of Natural History will be excluded." We believe this is the only strictly scientific journal published in the west, and we see no reason why it should not be a success. There are now in the west many intelligent observers in the different fields of Natural Science, and here is an excellent medium for the record of their observations and discoveries. A list of the flowering plants in the vicinity of Chicago, by Prof. H. H. Babcock, of the Chicago Academy, is commenced in this number and reaches to the order *Rosaceae*, inclusive. Prof. O. S. Westcott, gives an account of a new fossil *echinus*, found by him in Hancock county. The editor, S. A. Briggs, gives a list of the *diatoms* (microscopic plants moving freely in water) of Lake Michigan, from which it appears that some 45 species of these interesting objects have been observed in the water which supplies the city. The price of the journal is \$3 per year.

*Scribner's Monthly* for April, has for a leading illustrated article, "The Great Navy Yard at Mare Island. This is followed by the "Silent College at Washington," "Curiosities of Plant Life," and "Hidden Treasures."

Another of the "Back-log Studies" is presented in Mr. Warner's happiest vein. The question "Was Adam the first man?" is answered in Dr. Lewis' "The One Human Race." The number is one of unusual interest, and to say this of Scribner's is to say much. Dr. Holland's Topics of the Time are telling blows upon the wanderers from the straight road.

The *Atlantic* for April presents a brilliant table of contents, with such authors as Longfellow, Whittier, Bret Harte, Parton, Holmes. No periodical can present to its readers, in any month, a greater array of eminent writers.

J. R. Osgood & Co. announce, with this number, a forthcoming Life of Lincoln, by Ward Hill Lamon. This will be the first complete Life of Lincoln published. Mr. Lamon has had unusual opportunities for making this work reliable.

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## PUBLISHERS' DEPARTMENT.

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The publishers are pleased to learn of the success of those working for the watch premium. These watches can be depended upon; see certificate of Supt. J. L. Pickard, of Chicago, on cover page. No better mode of obtaining a nice watch can be, than to get up a club for the SCHOOLMASTER. Forty names secures a watch; seventy-five names secures a watch, first-class in every particular and warranted. Will our friends remember to notify us with the first names sent, when working for premiums. Names may be forwarded one at a time, if desired. See Advertisement.

The publishers of the SCHOOLMASTER would remind its readers that they never send dunning letters to subscribers. The terms are strictly "payment in advance;" when the time for which you have paid expires, the SCHOOLMASTER will cease his visits to you. All mistakes or omissions to send any numbers ordered, will be promptly rectified on sending notice to this office. All remittances should be in checks or P. O. orders. *The Post Office at Normal is a money order office.*

The portable blackboard, and that made on heavy straw board, by J. Davis Wilder (see advertisement,) are among the best articles in the country. We have lately seen specimens hung in halls and on walls where it was not convenient or possible to make permanent boards. They were a success. For rough or log school-houses they are just the thing.

*Goold Brown's Grammar of Grammars* is the most valuable reference book with which we are acquainted, for the close student of English grammar. It is the most popular of our premiums. We are glad to have sent out so many. Every possible vexed question in English construction or writing can be settled by reference to this book. Wm. Wood and company, New York, publish this and other valuable school-books.



# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

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## *THE BEAUTIES OF BLUNDERING.*

Anybody who thinks from the title of this article that we are about engaging in a patriotic work by defending Irish bulls, is mistaken. For that matter, Irish bulls do not need any defense. The construction of a bull that will create a good *roar* is an intellectual feat of no inconsiderable magnitude, and, for our own part, we are as proud of our bulls as we are of our linen and our fish-hooks. If the American people only knew the number of hours their hired girls and coachmen of Irish importation lay awake at night to prepare the stultifications that create so much merriment, they would give Pat and Bridget credit for an industry not usually considered as belonging to the race.

No, we are thinking of considering the blundering answers of school-children in recitations and examinations, in a light more favorable than that in which they are generally reviewed. We were inclined to be envious upon reading the replies of those Utopian children in their exercises in language, as reported in the *SCHOOLMASTER* from time to time, and were disposed to wonder why, in the name of St. Dennis of France, children do not answer us in the same correct, elegant and satisfactory manner!

In connection with tenth grade oral instruction, we ask a child where his bread and butter goes when it is swallowed, and he answers with the gravity of a professor:

"Into my lungs!"

"Draw in your breath," we say. He does so.

"Into what does your breath go?"

"Into my stomach!"

"What is moving all around through your body?"

"Bones!"

"What is on your bones?"

"My clothes!"

"What holds your body up?"

"My legs!"

"No, no; what makes your body strong?"

"My skin!"

This without any intention of punning on the word *strong*.

Failing in physiology, we turn to zoology.

"Name a domestic animal."

"Man," cries the child confidently, without ever thinking of the husbands of strong-minded women.

"Very well," we say; "now name an animal that lives with man."

"A woman!"

After an exercise of ingenuity sufficient to bring on an attack of brain fever, we get around the woman and reach a more interesting subject—the horse.

"How can a horse move?" we ask, expecting to hear of walking, trotting, pacing, swimming, galloping, racking and cantering. The answer is as true as beautiful and as beautiful as true:

"On his legs!"

"Where do the little chickens come from?"

"From the big ones!"

"And where do the big ones come from?"

"From the little ones!" and the subject of incubation is brought to an awkward conclusion.

So dogs fight with their horns and cows with their teeth. "The Ohio is a tribulation of the Mississippi," and three species of fish are "white fish, cod fish, and fresh fish." "Pizarro discovered the Pacific ocean, and cried 'Owannux,' when he saw it," and the most remarkable event in the life of Edward Everett is that "he wrote for the *New York Ledger*." A little chap knows what a hill is—"there is one at Randolph st. bridge," and the form of government that is illustrated in his school-room is "an absolute monarchy."

The above are all true, as specimens of many answers we receive. What of it? Fools turn up their eyes and deplore the wretchedness of our methods of instruction in modern times, and the procrustean graded course, and the frantic efforts we are making, by means of an atrocious cramming process, to gorge the sickly intellects of our puny, pitiable, put-upon pueriles, with indigestible masses of ill-assorted facts and crude information, till their cramped, creaking, crazy, craniums crack! Sensible people, however, remember that

to blunder is human and to whine hound-like, and say: "Go ahead, youngsters! You may not find phlogiston or the philosopher's stone, but you'll come upon something if you keep on trying. We laugh at your mistakes now, but, by and by, if you continue thinking and studying and watching and blundering and trying it over, you will have an opportunity to laugh at us."

An exercise in school without a blunder is open to suspicions; it is unnatural; it is humbug. The story of the boy who believed in Louis Napoleon because the boy who believed in the Catholic Church was absent, is old, so we shall not tell it. But in a class for the study of German, we remember an incident very much to the point. The names were arranged alphabetically and their owners called upon to recite invariably in order. To construe one's own sentence in each exercise became an easy task, and the unsuspecting professor was lavish in his commendations. At length, a student was absent from the class, the absence was overlooked by the others, the wheels of the recitation had slipped a cog, and the jar of the machine was tremendous. "So, so," cried the professor, placing his forefinger along his nose, "young shintlemen, I schmells a rat!"

At a public examination lately the question was: "In what book?" The answer flashed out prematurely: "In the Bible." Then the question was completed, running as follows: "In what book are the Pharisees mentioned?" There was a mightily odorous rat in that quarter. Before any "put-up jobs," any wooden-nutmeg work, give us one grain of honest wheat, though it be hidden in a barnful of blundering chaff. Time will blow the chaff away; but neither time nor eternity will change the falsity of the wooden nutmeg.

Shall we be discouraged by the blunders our pupils make? By no means. Their mistakes form the scrap-heap of our intellectual work-shop, and the rolling-mill that turns out thousands of tons of the manufactured article must have a larger scrap-heap than the one that turns out but hundreds of tons. And, as the rubbish of the shop is used, so errors can be utilized. Children learn more by what they miss than by what they answer correctly, and whenever the answer is highly ridiculous, you will find that the absurdity commenced in the question. The most amusing mistakes are those which are made by answering the question literally, and such an answer is a good sign in the pupils, and it serves the teacher right.

The mistakes of pupils do not prove inefficiency in the teacher. Better try, and get terms misplaced than not try at all. Could we put mind into a lathe, then we might turn out jobs of work of unfailing uniformity. But mind is unreliable—immature minds, very unreliable. And why, of all professions, should absolute perfection be demanded in the work of a teacher.

We teach primary children more than Socrates knew, and our grammar pupils forget more than Plato ever learned; yet, if the little ones fail in a point of international law, or political economy, or the philosophy of history, all the little curs of the press, and the big growlers of the pulpit, are barking at our heels. What has the world done for the schoolmaster that he should be called upon to give to the human mind what Deity himself refused to impart? To condemn the teacher for unavoidable errors in his pupils, is as unreasonable as it would be to denounce Christianity for the falsehood and immorality in the world which it is the constant aim of Christianity to remove. Religion does much, but it cannot do everything. Teaching does much, but it cannot do everything.

Let correct answers live; let wrong answers turn suicides and kill off and correct themselves, and when you are growing irritable over the mistakes of some blundering youth, *put yourself in his place.*

J. MAHONY.

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## LANGUAGE LESSONS FOR PRIMARY OR INTERMEDIATE SCHOOLS.

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### LESSON XVIII.

#### CONTRACTIONS—ANOTHER USE OF THE APOSTROPHE.

We have all heard lazy boys talk about long, hard lessons.

"What do they sometimes say?"

"We can't learn this long lesson."

"We don't want to get such a lesson as this."

"Write what you have said on your slates."

(Pupils do so.)

"Read the first sentence."

(Pupils do so.)

"What is the second word?"

"Can't."

"What word or words may be use instead of can't, without changing the meaning of the sentence?"

"Cannot."

(The pupils should now spell, by sounds, can't and cannot, and be made to discover and state clearly the difference between the sounds of the one and the other.)

"Which is the shorter now?"

"Can't."

"From what word or words is can't made?"

"Cannot."

"How is it made?"

"By shortening cannot."

"By leaving out some of the letters."

"Say omitting instead of leaving out."

"By omitting some of the letters."

"What letters have been omitted?"

"The letters o and n."

"Because can't is shorter than cannot, what may we say of the form of the word can't?"

"It is a shorter form."

"It is a shortened form."

"You may call it the contracted form. Of what is can't the contracted form?"

"Can't is the contracted form of cannot."

"You may read the second sentence on your slates."

"We don't want to get such a lesson as this."

"Is there a word in this sentence that should have the contracted form?"

(Hands are raised.)

"Don't."

"Of what is it the contracted form?"

"It is the contracted form of do not."

"Now, we want to know how to write these contracted forms. Open your books, and find how can't and don't are printed."

(Hands are raised.)

"What have you discovered?"

"There is an apostrophe where the letters are left out."

"Say omitted. For what is the apostrophe used?"

"To show that letters are omitted."

(Hands are raised.)

"What have you to say?"

"In the word don't, but one letter is omitted."

"Can you make your answer do for those words from which but one letter is omitted as well as those from which more than one is omitted?"

"We can say one or more."

"Remember that. About what form of words are we now talking?"

"The contracted form."

"Give me the law that we have learned to-day for the use of the apos-

trophe, and remember what John said concerning the use of the words one or more."

"In the contracted form of words, the apostrophe is used to show that one or more letters are omitted."

"For to-morrow, you may copy from your books ten sentences, each having a word in the contracted form."

(Pupils correct work on slates.)

(The time of several recitations ought to be taken to complete this subject. All the contracted forms in common use should be found, explained and used many times.)

The pupils should *copy much*; but let it be remembered that more English can be learned by putting the correct representation of one original thought upon paper, than by *copying* the representation of ten thoughts similarly expressed.)

## LESSON XIX.

### ABBREVIATIONS—CAPITAL LETTERS—PERIOD.

Follow plan of Lesson XVIII. Call particular attention to the difference between what we have termed the contracted and the abbreviated forms.

Let the new law for the use of capital letters be written with those previously learned. Associate the last learned use of the period with the other uses of the same mark. Devote several days to this work. Let the pupils learn all of the most common abbreviations. Make them use each in a written sentence. Have the pupils spell orally all the abbreviations learned, and do not fail to have them call the first letter a capital, and give the period as the last character in the spelling, thus: Capital M, r, period, Mister.

## LESSON XX.

### PROSE—POETRY—CAPITAL LETTERS.

Pursue the following plan:

1. Select from the Reader that the pupils are using, two or three stanzas of simple poetry, dictate it to the pupils, and have them write it on their slates.

2. Have them express the same thoughts by the common method of talking or writing, and write the same on their slates. (Correct and re-write, if necessary.)

3. Cause them to note carefully the peculiarities of each kind of composition.

4. Have them state, in good language, the characteristics of each kind of composition

5. Give name to each kind of composition, and call for definitions.

6. Send pupils to their books to learn how poetry should be written.

7. Associate new law for the use of capital letters with those previously learned.

It is suggested that an entire month be devoted to the kind of work above indicated, for drill in composing and writing. The benefits of such drill are certainly apparent.

### *A BIT OF REAL EXPERIENCE.*

"WHOA-HISH! whoa-h-i-sh! you darned critters. I'll larn ye to stop when I want you to!" and Farmer Rough's goad-stick played a lively tattoo upon the noses of his steers one frosty morning in December, as I met him on my way to the school-house. "Be you the master?"

"I am, sir; and this is Mr. Rough, I believe? A fine morning, Mr. Rough."

"Yaas, yaas. Sharp, though, sharp! How's my boys a-gittin' on, master?"

"John and Eben and Samuel and Joseph and Phineas? Nicely, I think. They seem much interested."

"Yaas, yaas. Them's mine. Real soggy chaps, tew, ain't they? You'll have ter wallop 'em, though, sometimes. 'Spare the rod an' spile the child,' Solomon says, yer know. Leastwise other masters have had tew. There's old master Holdback, lives over in K——, a raal good old-fasion' master he is.—don't b'lieve in none o' yer new-fangle' notions, neethur.—goin' over t' the legislater this winter, they tell me,—him an' Eb hed a raal hurl last winter,—a raal snub to the backs.—an' Eb come nigh a throwin' on him, an' would a done it tew. I guess, 'f he hedn't known he'd git a wallop in when he got home, 'f he made a fuss 'n school, an' so knuckled in an' took his bastin'. Ye see the master he'd give Eb's class the punctooation marks to git, an' Eb he was busy cypherin' over 'n compound perportion, and didn't think o' the lesson till his class was called right out, an' he couldn't say,—'Punctooation is the art o' dividin' a written composition into sentences an' parts o' sentences by pints an' stops to mark the different pauses which the sense *inquires*,'—and when the master axed him why he didn't git his lesson he said he didn't think on't, an' the master said he'd gin him sunthin' to make him think on't next time, an' slapped him aside the head, an' that started Eb's dander, an' he muckled on to the master, an' it scart all the gals an' small scholars, an' they cried an' squalled like fun, an' at last Eb gin in

an' took his lickin', as I said afore. But say, master, what's this new idee you've been puttin' into the schollars' heads that 'taint no use for 'em to cypher over all the big refmertie? an' what's the use o' this physerology that John an' Eb an' Jo an' the rest on' em's so crazy about? Why, I wanted Sam an' John to stay to home tother day an' shell corn, an' they felt awful wamblecropped about it, 'cause, they said, you was goin' to give 'em another lesson in physerology. Then there's that ar picter-makin',—drawin' you call it,—what's the good on't all? 'Tell you what, these new-fashoned idees don't seem to me the things. Me an' Deacon Slow was talkin' over these things t'other night, 'an' we c'ncluded that someun 'd ought ter speak ter ye 'bout it. We don't want none o' yer fancy teachin' in this deestric. We're used to raal good old-fashion' schools, where the seholars is flogged, an' taught the real solid readin' an' writin' an' cypherin'; an' them's what we want. Them's what 'll make raal stidy, 'ndustrious, c'ntented boys an' gals, that 'll grow up into such men an' wimmin's there parents was afore 'em. Hope ye won't be 'fended, master, t'wat I've said t'ye; but when I seed ye comin' I kind o' thought I'd stop an' gin ye a little advice."

"No, indeed, Mr. Rough, I'm very glad you have spoken of these things. I wish earnestly to do what is for the best good of my pupils, and want the hearty confidence and support of the parents. I shall always feel glad to have their advice."

"Sartingly, sartingly,—jes' so,"—flourishing his goad, preparatory to starting. "Gee Bright-a-Broad up, ye darned runts!" and the goad this time played merrily over the steers' backs, as man and beasts moved clumsily away.

Here was a little cloud of difficulty, no bigger than a man's hand, but portentous of evil. It was, however, not altogether unexpected; for I had introduced several novelties into the school, which, though they were working to my satisfaction in waking up the boys and girls to a new interest in their work, were yet, I knew, likely to meet with opposition from the unthinking prejudices of the parents. And I had been watching closely for the first sign of that opposition. Now it had shown itself, and what should I do about it?

There is many a Farmer Rough in the State of Maine,—nay, many a locality made up of Farmer Roughs and Deacon Slows, where a dead set is made against any and all innovations. In such localities any change from old and time-honored customs, is condemned at once as "new-fangled." We teachers attend the Institutes and Teachers' Associations, and are told to teach this thing and that, in this way and that, and it all seems easy enough, and just what we ought to do. But when we go into our schools full of enthu-



siasm, and, carefully working in these new ideas, begin to see their effects in waking up a new interest among our pupils, and begin to felicitate ourselves upon these promises of success, lo! Farmer Rough and Deacon Slow take the field against us. "New-fangled notions," growls Farmer Rough; "new-fangled notions," draws Deacon Slow; and immediately all possible changes begin to be rung on the phrase by all the male and female relatives of the Rough and Slow families, and all their friends and followers, till we have to yield, gracefully if we can, either the control of the school, or our new methods of work, unless we can find some way to shut the mouths of these cavilers.

What did I do? Some thinking first. I resolved not to give up my methods without a struggle. Underneath the conservatism of which these prejudices are the outgrowth, there is, in almost every case, a substratum of shrewd common sense, and I resolved to reach this in some way. I determined to devote my evenings for a while to missionary work in the neighborhood. Farmer Rough received a call at once. Over a bowl of big red apples we discussed my "new-fangled notions." When he acknowledged that it would be absurd to spend time in plowing more land than he could plant, he granted that it would be equally absurd for Eben to spend his time in learning position and alligation and cube-root, and many other things in arithmetic, which he would never have occasion to use. When he explained to me how he cared for his stock, how often he had fed his cows and oxen and sheep, and upon what he fed them, to get the largest flow of milk, the greatest growth, or the best wool and mutton,—to what diseases they were liable, and how he treated those diseases,—he readily comprehended that some similar knowledge of the laws of health and growth was not so absurd after all. And so, too, with drawing. When I had convinced him that the primary object of this branch of instruction was to train the eye to judge accurately of form and size and distance and direction,—things which he had to do every day, whether in plowing, hewing timber, cutting cord-wood, or whittling a bow-pin,—he granted that even that might be of some good to the boys and girls. "Wal, wal,"—said he at last, contemplatively peeling the last big pippin of the big bowlful,—“wal, wal, master, yew may be right arter all, p'raps. 'T any rate, go ahead, an' we'll see what 'll come on't. Times is changed since I was a boy, an' I 'spects schoolin' 'd ought to change some tew."

Deacon Slow was more easily convinced, when I called upon him the next evening; for Farmer Rough, having been at work for him during the day, "yarding out" cord-wood in "the back-lot," had given him an account of our discussion of the evening before. The deacon was somewhat inclined

generally to pin his faith to that of his more forcible neighbor, and was, hence, found in a very pliable state of mind, when I introduced the subject of my "new-fangled notions."

In short, I visited every family in the district, and clearly and candidly explained what I was attempting to do, and hoping to do, in the school. True, in these visits I did not always succeed in brushing away all the accumulated cobwebs of prejudice, and convincing every one that my views were correct; but I did succeed in disarming all direct opposition to them, and in bringing about a general consent to their trial, so long as the children were so intensely interested in their ordinary studies, as I managed to keep them. And in taking this course I certainly succeeded better than the teacher in the adjoining district, in a similar state of affairs.

He had organized an oral class in history. A member of that class came to him one morning with a message from her parents to the purport that they wished her to give her whole time to her other studies, and, therefore, wanted her excused from the history class. "Tell your folks," said he, "that I am keeping this school. If the people in this district want to keep it, they must wait till I get through with it." He got through with it—left in disgust at not being appreciated—in a very short time afterward.

And how did I succeed finally? I'll tell you. During the last two weeks of the term, at such odd minutes of time as we could get before and after school hours, we trimmed up the old school-room—keeping the whole matter a profound secret—with evergreens and such pictures as we could get, so that no one in the district would have recognized it in its gala dress, could he have been carried thither in his sleep and suddenly awakened. My pupils, knowing what my plans were, took hold of this work with me with a perfect fever of enthusiasm. On the last day, by personal solicitation on my part, backed by the efforts of the children at home, all the fathers and mothers were prevailed upon to meet me at my boarding place after dinner. whence we went together to the school-house. When we had all entered, the scholars, who were found all in their places, arose as one and received us with a simple song of welcome.—singing in school was another of my "new-fangled notions,"—given with such evident feeling, such real heartiness, that the look of blank astonishment which had come into the faces of the parents at sight of the changed appearance of the school-room, gave place to smiles, and even broad grins, of pleasure. Then we had exercises in reading and arithmetic, compositions, more singing, drawing and geography, and closed with a spelling-match. In all these exercises the pupils, under the spur of a pleasurable excitement, acquitted themselves as never before. But my crowning triumph came. when, after these exercises were all done, Farmer Rough got up. and. in a voice

tremulous with feeling, in his uncouth, racy language, made us a little speech. What he said I'll not attempt to repeat, but when he sat down, the old school-room fairly rang with the clapping of hands, little and big, and—I've engaged to keep the school another year.

[Such is a bit of real experience, drawn out in an evening's chat with a young friend who is moving up rapidly into the front rank of our teaching force. In it are some hints worth the attention of young teachers, at least. It has, therefore, been written out in the hope that, to some reader of the *Journal*, these hints may be of practical value.—*Editor Maine Journal of Education.*]

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### PRIMARY LESSONS IN BOTANY.

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I would introduce the study of botany to a class of pupils in this way: Taking a simple plant in my hand—a year-old apple-tree would be a good specimen—and presenting it before the class, as:

Teacher.—“What is this?”

Pupils.—“A stick; a switch; a little tree; a plant.” (I would endeavor to bring out the latter answer, *plant*.)

T.—“What is this?” (pointing to the root.)

P.—“Root.”

T.—“What is this?” (touching the axis or stem.)

P.—“Stem.”

T.—“What are these?” (pointing to the leaves.)

P.—“Leaves.”

T.—“What is this plant made up of?”

P.—“Root, stem and leaves.”

T.—“How does the root differ from the stem?”

P.—“The root grows under ground and the stem above ground.”

T.—“Do roots sometimes grow above the ground? The roots of the corn are above the surface. Have you seen them?”

T.—“Do stems grow under ground sometimes?” Here speak of plants that grow under ground, such as the potato, &c.

T.—“Do you see any joints on this root? Are there any leaves on the root?” Here call attention to the place of the leaves. Strip off some of the leaves and then show the *place* on the stem where the leaves grew, and compare the stem thus stripped of leaves, with the root, and show that the stem grows by a regular succession of joints, while the root has no joints no leaves, and no *place* for leaves.

The characteristics of leaves, as differing from root and stem, are easily made.

The *plant* is a type of the vegetable world, and the plant consists of root, stem and leaves. The root, the stem, the leaf, may each assume a great variety of forms.

To illustrate: Take a leaf from a book. Let the pupils see you tear or cut it from the book.

T.—“What is this?”

P.—“A leaf.”

T.—“What is this? rolling the paper in the form of a cylinder or cone.”

P.—“A leaf.”

Then let the teacher tear or cut the upper margin of the leaf into lobes, and then roll together. Then roll the paper into a solid cylinder, then dip it into ink, or some coloring matter; *talk* of its being colored, red or blue or yellow, if you do not actually color it—continually asking, as you make a change in the form or color, “what is this now?” Thus develop the fact that the leaf may assume a great variety of forms and color; but it is a *leaf*, nevertheless. On the stem you may find a bud; present this to the class and ask:

T.—“What is this?”

P.—“A bud.”

Let the pupil examine it; ask him to pull it to pieces, and so direct him that he may discover that the bud is a collection of leaves on a short stem; that a bud is stem and leaves. Take a piece of elastic cord and some bits of paper cut in the form of leaves; make a hole in each of the pieces of paper, and then string them on the cord, quite close together; secure each piece to its place on the cord with a bit of sealing wax or some mucilage,—this may represent a bud. Now, take hold of the ends of the cord and stretch it; the leaves will be separated more widely from each other, and we shall have a *branch* or a *developed* bud.

Teach that the bud develops into a branch by elongation of the stem and enlargement of the leaves, and not by an increase in the number of leaves.

Some buds do not develop into ordinary branches, but into flowers. Show that a flower is a collection of developed leaves upon a short stem or axis. Call attention to the fact, before stated, that the peculiarly shaped and colored parts of the flower (sepals, petals, stamens and pistils,) are only leaves. Then call attention to the place of the bud. Let the pupil discover that the bud is always between the leaf, or the leaf scar, and the stem.

In another paper we may speak of fruits, as peculiar forms of stem or leaf.

J. A. SEWALL.

ARITHMETIC.

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In the February number of the *SCHOOLMASTER*, Mr. Gastman takes Dr. Gregory to task for having said, in one of his lectures: "Give me a class of boys, of twelve or fourteen years of age, and of ordinary ability and cultivation, but knowing nothing of numbers except to count, and I will agree to teach them in six months, all the arithmetic they need to know in a business life, and as much as they now usually learn in the six or ten years of its study in school." We do not pretend to defend Dr. Gregory in this statement; and will only remark that if he errs in one direction, it seems to us that Mr. Gastman, from his own confession, has failed in the opposite extreme. *Seven years and six months* is not enough time for the latter and his subordinates to teach the Decatur boys "all the arithmetic they need to know in a business life."

The principles of arithmetic are few, and we believe they can be mastered by pupils of ordinary ability in much less time than is usually devoted to the subject. We know that in most of our graded schools arithmetic is studied six years, at least; while history, geography, and the natural sciences whose field is as boundless as nature herself, are given but little time and attention, comparatively.

Due regard for the order of development of a child's faculties, will prohibit us from giving him much mathematical work during the first period of his school-life,—not until his reasoning power begins to manifest itself. Real injury comes from the premature development of any one of our faculties; hence, care must be exercised lest we force arithmetic upon the minds of our pupils before they are prepared for it. Nothing, perhaps, tends more directly to the development of reason than the study of numbers and their relations. True, memory must be brought into exercise in this study, but its distinct province is found in the value of reason. This being true, in order to teach the subject successfully, we suggest:

1. That pupils be permitted to take no step in the work without explaining fully. Even the study of the tables of addition, subtraction, multiplication and division can be made a logical exercise. Pupils can be taught to prove that four times five are twenty, by actually putting objects into piles of five each, and then counting the whole number in four of those piles. See that no work is merely mechanical.

2. To carry out the first suggestion, either abolish the use of arithmetical text-books, or use only such as have no printed answers. If text-books

are used, give original examples embracing the principles in the class-lesson, and assign these after pupils have passed to the class, that there can be no copying. This will increase the responsibility of each member of the class, placing him upon his own feet in the matter.

3. Let pupils, guided by this previous knowledge and experience, and aided by skillful questions from their teacher, form their own rules. Thus maxims and principles are developed.

4. When a text-book is placed in the hands of a pupil, let the book be one that will contain all that you wish to present on the subject of arithmetic. That is, if we must have text-books, let us have but one—that which is commonly called the higher. The expense of books will be diminished. There may be objections to this suggestion, but for our part we have always found the subjects of division, percentage and so forth, as difficult to explain to pupils in Robinson's arithmetics as to pupils in our higher classes, and not one whit more.

These being fundamental ideas with us, we proceed to consider Dr. Gregory's class of boys, of twelve or fourteen years of age, and how we would teach them, promising, however, that it might take us longer than six months to "teach them all the arithmetic they need to know in a business life." In preparing work for this class we would omit much that is ordinarily given in our text-books, and reserve for algebra all that properly belongs to that department of Mathematics. The following example, taken from Walton's *Written Arithmetic*, opened at random, illustrates a class of examples that should never find their way into an arithmetic: "Divide fifty-two into two such parts, that one-fifth of one part shall equal two-thirds of the other." The process of extracting square and cube roots can be explained better by algebra than by arithmetic. And the subjects of arithmetical and geometrical progression, having so little value in business affairs, and being given in a meager form, we will omit in our present work.

1. We would lay a foundation by having our pupils *master* the decimal system of notation, and we would fix this in their minds by having them write numbers on other scales than that whose base is ten. This may be a difficult task. There is a German verse on the study of language, which, when freely translated, reads, "He who cannot learn a foreign language, knows nothing of his own." This verse by a little change can be applied to the subject under consideration. The boy or girl who can't learn to write fifteen on a scale whose base is seven for instance, knows but little of our decimal system of writing numbers.

2. We study addition, subtraction, multiplication and division of numbers written on any scale. The remainder of our work hinges upon this

If this is well done, we are ready to study fractions and compound numbers, which may be considered numbers written on a scale whose base varies. Percentage is made easy by our previous knowledge of writing numbers. Proportion would but give us a review of the processes of reasoning which we have insisted on from the beginning.

These views have been forced upon us from our experience in the classroom. We have always, until recently, found the teaching of arithmetic laborious. This arose, as we think, from our seeing so few principles in the subject, while our pupils, looking from a different stand-point, saw a *volume of facts and figures* which, by a slow process, they were to learn. The trouble arises in attempting too much, and in requiring our pupils to do much of their work blindly.

W. H. RICHARDSON.

RANTOUL, ILL., Feb. 12, 1872.

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### PRACTICAL EDUCATION.

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By practical education, I mean obtaining knowledge by means of an actual experience of the duties of life, separate from knowledge imparted by means of books and schools.

The majority of mankind get the most of their knowledge in this way. The laboring classes especially have learned the science of their achievements not from books, but from actual contact with the difficulties to be overcome, and the different results of their efforts. The distinction between good and bad, and truth and error, in their daily business, is learned by them in an actual experience of manual labor. And with most clerks and professional men also, the most substantial of all their business knowledge is that obtained by their experience of actual duty.

Most farmers are grown farmers from boyhood, learning the ways of the farm under their parents or guardians. Mechanics do not attend school and study books to learn their trades, but are early set at the a, b, c, of work, and gradually, by observation and personal experience, learn to become first-class artisans. And the majority of clerks are not graduates, except of a practical accountant's desk, or salesroom. I presume that a majority of the best book-keepers in the country never spent a term in a business college.

As for professional men, while there are many successful graduates of schools, yet multitudes of the fledgelings either go inside the educational ring of prescribing fixed doses of Latin and Greek to pupils similar to themselves, or else fall as intellectual dead weights into the wheel of time, to fall out of the wheel as physical dead weights when their days are ended.

These are general facts, to which, of course, there may be frequent exceptions. And I do not see how there can be any great change wrought with regard to these facts. It will always be true from the very nature of things, that experimental knowledge will be more potent than theoretical science. Books, then, for a matter of practical education, must always be secondary to experience. The time is not, and never will be, when persons can leave the scholar's desk, and go forth fully competent for any task whose theory they may have learned. Theories may be learned to perfection, but in the practical matters of business there is no perfection, but rather perpetual improvement.

Schools and books are then only preparatory to the great work of life, whatever it may be. And this fact our educators should fully appreciate, in order to make no waste of the exertions they put forth to prepare their pupils for future duties. It is nearly always the case that the student goes forth from the halls of science to lay aside forever a great share of all he has been studying, and to commence in a new field of labor to put forth energies that have lain dormant all the time he has been a student. Is not this a waste both of time and talent? Should not scholastic attainments be of such a character, that when the student leaves his "alma mater," that which he has been so careful to store in his mind may be of practical benefit to him? Otherwise, the only benefit he can derive from all his student's toil, is merely mental discipline, and this alone could be obtained in a much more ready manner, and save time and expense. I am satisfied that our schools can and ought to be gradually made more thoroughly practical in their results, so that students would not be crammed with abstract theories which are valueless to them in after years.

Away, then, with the form and show and strut of quack education, and the tinselsound of high-flown intellectual mysticisms, and let us be willing to educate our youth in those things pertaining to real life, making its attainments substantial, its poetry a magnetic application of the real beauties of life, and its music a tuning of those chords that vibrate so sweetly at the touch of humanity and divine redemption.

F. B.

CHICAGO, May, 1872.



### THE END OF A SENTENCE.

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A merchant, who desired to change his business, told me, not long since, that he found it more difficult to get out of business than he did to get into it. The debonair young man or woman finds no difficulty in beginning an acquaintance, but sometimes it is no easy task to sever it. Louis Napoleon leaped madly for the Rhine with apparently as much ease as the tiger when he springs upon his prey; but the end is not yet. Generally, the beginning is not half so difficult as the end. Any twelve-year-old school boy or girl can commence a sentence properly, but oftentimes it will be ended inelegantly and ungrammatically. Many of our popular writers put words together in a bungling manner, and place the middle of a sentence at the end. What elegance or force can any one perceive in a sentence ending with an abstract preposition? "We always had the same house to go *to*." "He does not exactly know what he is set at books *for*." "I love to do as he wishes me *to*." "This is the best land the sun ever shone *on*." The italics are mine. These sentences are taken from the leading magazines of the day. We should either do away with the italicised prepositions, or place them before their objects: We always had the same house to visit. He does not exactly know for what he is set at books. I love to do as he wishes. This is the best land on which the sun ever shone. If we desire good, rounded periods, we must end the sentence with a more forcible word than the little particle to or on. Those writers of elegant English, Macaulay, Webster and Everett, rarely, if ever, end a sentence with a preposition.

Not only is it difficult to end a sentence grammatically, but also is it no small task to read the last part of a sentence or clause correctly. Many persons are apt to give the voice the rising slide at the end of a sentence, when it ought to have the falling. Many verses are incorrectly, and, of course, inelegantly pronounced in the pulpit with the rising slide, thereby lessening their effect and beauty.

The voice should take the falling inflection at the end of declarative sentences; as, I intend to visit Chicago to-day.

What a jolly time we had! How it snows! No good reader would think of rendering these sentences with the rising inflection. The voice should take the falling inflection at the end of exclamatory sentences.

John, come here. Let it snow. Bring me the book. The voice should take the falling inflection at the end of imperative sentences.

Are you going home? How many horses have you? The first of these requires the rising inflection; the second, the falling. But are they

complete sentences according to the exact definition of a sentence? It seems that an addition must be made to them, either by the interrogator or by the person interrogated, before the full meaning is realized. Now, nothing is complete which requires an addition. Therefore, an interrogative sentence, as it is generally termed, is only a partial sentence. The answers to interrogative sentences require the falling inflection. If these statements be true, every normal sentence must terminate, in reading, with the falling inflection.

Generally, the voice should have the falling slide at a colon and semi-colon; half the time, at a comma; and not unfrequently where there is no grammatical pause.

I am aware that some of these statements contradict the rules in many of our readers, but they are the results of careful observation of our best orators and readers.

A. WETHERBEE.

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### GASTRIC FISTULÆ.

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"Why don't they kill a man, on purpose to find out more about it?" asked an enthusiastic member of our physiology class, when the wonderful history of Alexis St. Martin had been related.

"It would do no good to *kill* him, Charles," said the teacher.

"Well, why don't they *half shoot* him, then?" persisted the eager pupil. No answer came. It seemed unfortunate, if not strange, to us, that such a topic should be so quickly disposed of. For a marvel, we were interested in our lesson.

A child's mind is often like a wild turkey caught in a pen. It reaches up, trying to find its liberty at crevices that are too narrow. The teacher stands at the trench, the proper avenue, and calls, "Come this way." It would be the part of wisdom to set the mind free in the manner of its own choice; widening, if I may so speak, the crevice to which its struggles are directed. But oh, how difficult this is to do! How hard it is to furnish a concise and satisfactory reply to the particular questions that our pupils are capable of asking!

"How does a tree grow?" One of my scholars asked me this, a little abruptly. I felt that no ready answer was within my reach. To form a regular class in botany, and communicate the desired knowledge by means of a text-book, was beyond my power. By much study, I prepared a catechism, embodying a rough approximation to scientific truth. Here it is:

"How does a tree grow?" "By taking in soil and carbon." "Where does it take in soil?" "At its roots." "Where does it take in carbon?" "At its leaves." "Will the leaves take in solid carbon?" "They will not." "What must the carbon be mixed with?" "With oxygen." "What sort of oxygen?" "Hot oxygen."

It was easy to illustrate some of these propositions by experiment. The natural perceptions of the class were not at fault when a piece of charcoal was laid upon a leaf, and it was remarked that the leaf could not absorb carbon in that way; nor when the coal was waved in the air, without losing any of its bulk; nor when it diminished rapidly in size, under the influence of "hot oxygen," applied to it by the lighting of a match. The range of instruction and inquiry thus opened, was large enough for all imaginable purposes.

I have presented this fragment of an exercise, by way of illustrating the idea that an instructor may properly seek to follow the lead of an inquiring child, whenever an inquiry can be elicited. The teacher under whom we learned physiology, held no such doctrine. If the book lessons were said, and well said, nothing more was aimed at. Yet, the question suggested by my classmate admitted of a clear and profitable answer. Doctors have no need to "half shoot" a *man*, since they can learn nearly all they wish to know by experiments upon the lower animals. A wound made for this purpose is called a *gastric fistula*; it is closed with silver, somewhat after the manner of that which Doctor Beaumont found in the side of the "stout Canadian," St. Martin. Instruction of this sort is hardly worth going out of one's way for; but, when sought, it may be furnished with advantage. A leading educator has said that the teacher should begin "where he finds the child." Perhaps we may add, that it is *sometimes* the teacher's privilege to begin where the child finds *him*.

MURPHYSBORO, ILL., April 28, 1872.

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## EDITOR'S DEPARTMENT.

Died, at New York, on Tuesday, April 2, 1872, Samuel Finley Breese Morse, aged eighty-one. Thus has ended the life of one of the truly great men. Time will not suffice to erase from the memory of man the honorable record made by Prof. Morse. He was a graduate of Yale, of the class of 1810. In early life, he was a portrait painter, having previously studied for that profession in the old world. It was not till he had arrived at ripe manhood that he commenced practical experimenting in telegraphy. The early history of these experiments is one of toil and reverse. Scepticism and opposition met the inventor at every step. The first line was built in 1844, from Washington to Baltimore. This was pronounced a success; and from that time the magnetic telegraph was a fact. Prof. Morse, more fortunate than many inventors, reaped a large pecuniary reward, as well as the full recognition of his greatness by scientific men. The last few years of his life were spent in quiet.

The *Maine Journal of Education* for March, contains an editorial commendatory of Mr. Mahony's article on the *marking system*, in the February SCHOOLMASTER. In the course of the article, the editor says, "Of one thing we are quite sure, that the action of the Massachusetts Superintendents does not fairly reflect the opinion of the teachers of Massachusetts, and of New England generally. \* \* \* We are very willing to give our decided approval of such a system as shall fairly record and report the recitation and deportment of pupils. The two main points are, that it shall be just to the pupil, and not require too much drudgery on the part of the teacher in keeping the record."

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The *Indiana School Journal* for April, contains a manifesto from the Roman Catholic bishop, of Vincennes, against Public Schools. In the same number is a letter from Anson W. Jones, Superintendent of Vincennes Public Schools,—himself a Catholic,—taking earnest, sensible and decided grounds against his bishop.

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There seems to be a general call for larger endowments on the part of a large number of the denominational colleges. Better "double up," gentlemen, and put "live men" in your faculties; there are too many poor, half-starved *Universities and Colleges*, in which the Professors,—appointed rather for their soundness in some particular creed, than for their fitness for their work,—are doing imperfectly the work of grammar-school teachers.

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Perhaps there are few papers in the country of which harsher things have been said by "good" people, than the *Chicago Times*; teachers have often had their indignation aroused by articles that have appeared in the editorial columns of this paper, and we think with good reason. But we notice an editorial in the last issue of a *religious* paper in Chicago, that we think for cold-blooded diabolism, couched in language that seems fair and respectful, surpasses anything respecting public schools that we have ever seen in the *Times*. We intentionally say "diabolism," because we believe that word better than any other, expresses the origin and tendency of the article in question; not that we would make any allegation in respect to the motives of the writer, who for aught we know may be perfectly honest in what he says. We have not space now to say all that we propose to say on this subject. We put the following extract from the article in question, side by side with an extract from the recent attack of the Roman Catholic Bishop of Vincennes, on public schools: "A multitude of religious parents insist, that it is their solemn duty and their natural right, to train up their children under daily religious instruction, imparted at school, by competent persons, in connection with all their studies." So far, the *Advance*. "We object to these schools, because religious instruction, which is necessarily connected with the acquirement of secular knowledge, cannot be introduced into them without interfering with the conscientious rights and wounding the most delicate feelings of the pupils." This from the Bishop. The general tone of the two authors is much the same all through, as well as in these extracts.

The Roman Catholic concludes by condemning all public schools *in toto*; the *Advanced* man, the follower of the Pilgrims, (1) would reduce the studies of the public schools to the merest elements. So far as we can see, the ground of the two "religious" men is the same, but the conclusion of the Romanist is far the more logical. The difficulty is in a nutshell; bigots cannot see any *religion* in anything that doesn't bear the stamp of their particular creed,—the whole tribe are alike. and for ourselves, we would as soon be ruled by bigots called Roman Catholic, as by those termed Congregational, Methodist, Baptist or Liberal. Every man of whatever name that makes war on our public schools is our enemy, and we believe he is one to our country and to true religion, as well. More hereafter.

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## *EDUCATIONAL INTELLIGENCE.*

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STATE OF ILLINOIS,  
DEPARTMENT OF PUBLIC INSTRUCTION.  
SUPERINTENDENT'S OFFICE,  
SPRINGFIELD, May, 1872. }

After the first day of July, 1872, applicants for teachers' certificates must be examined in "the elements of the natural sciences, physiology, and laws of health." in addition to the branches now required by law. In view of this important change, the following announcements are made:

1. School officers and teachers will receive from this office, in due season, such information and directions as will enable them to comply with and carry out the requirements of the new school law. The information to be given will include a statement of the particular natural sciences in which an examination will be required; the kind and amount of knowledge that will be necessary in the case of each science so designated, and some of the sources from which such knowledge may be most readily obtained. In the meantime, all teachers who are not familiar with the elements of the natural sciences, will do well to turn their attention in that direction at once, and earnestly.

2. Certificates heretofore issued are not affected by the new law. All valid certificates now held by teachers, and all that may be granted up to the thirtieth (30th) day of June, 1872, will, of course, be and remain good and valid until the expiration of the respective periods for which they were issued, unless sooner revoked for legal cause.

NEWTON BATEMAN  
Sup't of Pub. Inst.

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MASSACHUSETTS.—Notes from the *Teacher*.—*Boston Schools*.—The superintendent, in his semi-annual report for March, gives an outline of the course of study in the public schools for the last fifty years, and in a very interesting manner shows the superiority of the present condition of them over that of fifty years ago. The number of regular teachers is 122 males, 814 female; total, 936. The special teachers are, 1 in vocal culture, 1 in military drill, 5 in drawing, 4 in French, 2 in German, 6 in music, and 18 in sewing,—17 males, and 20 females; total, 37. Number of pupils in the Latin-school, 254 boys; English High, 442 boys; Girls' High and Normal, 550 girls; Roxbury High, 90 boys, and 126 girls; Dorchester High, 50 boys, and 82 girls. Average whole number in all the high-schools, 836 boys, and 758 girls,—total, 1,594. Average whole number in the grammar-schools, 10,398 boys, and 9,435 girls,—total, 19,833. Number in the primary-schools, 8,118 boys, and 7,043 girls,—total, 15,161. Whole number of pupils in all grades, 36,588.

A new school-house has been built in East Cambridge. The building is of brick, with sandstone trimmings, is four stories high, and is divided into twelve school-rooms, with appropriate recitation rooms, etc.

W. A. Wilde, superintendent of the schools of that town, has tendered the School Committee of Malden a gift of \$500, to be used in supplying reference books, maps, charts, etc., for the several schools in town.

The Salem High-school Association has erected a tablet in the hall of the High-school building, in commemoration of its members who fell in the late war. The tablet is of marble, and besides the dates 1861-1865, bears the motto, "In memoriam—Pro Patria," the names of the heroes whose memory it commemorates, and the words, "Erected by the Salem High-school Association."

Barnstable has voted to abolish the district system.—The State has appropriated \$75,000 for a new boarding house for Westfield Normal-school.—Prof. Moses T. Brown has done eloquent service in the recent political campaign in New Hampshire.—Fred. Foster leaves the Athol High-school at the close of the present term.—James Powell is principal of the High-school at Ayer.—Athol elects a superintendent of schools this year.—Lowell has opened evening drawing-schools.—Arthur C. Boyden, of Medway High-school, has resigned.

Anna C. Brackett, who received the highest salary of any female teacher in this country, is about to resign her position in the St. Louis Normal-school, to open a private school in New York City.—The Bridgewater Normal has 156 pupils.

Harvard College has 71 scholarships, ranging from \$75 to \$300.—Dudley N. Griffin has been elected principal of the Middle Grammar-school, New Bedford, at a salary of \$1,500.

*Cambridge.*—Charlotte E. Camp has been confirmed in the Thorndike Grammar-school. Helen Shepherd has resigned, and M. E. Hartwell appointed to fill her place. E. B. Hale has been unanimously re-elected superintendent.

John Wilson has resigned, as principal of the Prescott school, Somerville.—David A. Caldwell, of the Middle street Grammar-school, New Bedford, goes into the new school-house, Providence, R. I.—John B. Gifford, of Westport, late of the Bridgewater Normal-school, takes a High and Grammar-school at East Medway.—Frank B. Davis, of Tyngsboro', has taken a school in Slatersville, R. I., as has Edward P. Fitts.—Helen M. Williams, of Braintree, and Viola Littlefield, of Stoughton, have received appointments in Fall River.—Maria J. Bancroft, of Reading, and Nellie J. Bassett, of the same place, have received situations in East Bridgewater.—Susie E. Wade, of the Reading High-school, resigns, to go South.—Emily F. Carpenter, of North Bridgewater, accepts a substitute's position in the Dwight school, Boston.—Martha A. Smith, of Gloucester, has been appointed head assistant in the Sherwin school, Boston Highlands, Miss Holbroke having gone into the girls' high and normal corps of teachers.—Walter S. Parker, of the Fifth-street Grammar-school, New Bedford, is elected usher in the Dwight-school, Boston.—Sarah J. Leonard, principal of the North Marshfield Grammar-school, and member of the Marshfield school-committee, has received an appointment as teacher in the Harvard Grammar-school, Charlestown.—A. H. Blaisdell, of the Chatham High-school, has resigned, to accept a better position in another town.—Hattie E. Winchester, of Middleboro', has a primary-school in Malden.—E. S. Frisbee, of Northampton, goes to Binghamton, N. Y., to take charge of the High-school.—The Westfield Normal-school opened very finely on the 27th of February; whole number of students, 141.

ILLINOIS.—The annual meeting of the Illinois Society of School Principals, takes place at Princeton, Bureau county, early in July. The executive committee, Messrs. Roberts, Wells and Marsh, are making efforts to present a strong three days' work. The completed programme will appear next month. Wisconsin, Iowa and Missouri have heretofore been well represented at this meeting. Its character is such as to make it of special value, to all who have, or expect to have, charge of a system of schools. The meeting at Rockford, last summer, was pronounced by many, the best educational meeting for results ever held in the State. Men can afford to take a week from the long vacation to attend this year's session. Full particulars can be obtained by addressing the president, E. C. Smith, at Dixon, Ill.

*Champaign County.*—The schools of Urbana were in running order in two weeks after the loss of their large building by fire. Although the accommodations are limited, the high-school being in a hall, in the noisy part of the city, they are working away. Evidently the Board of Education and the Superintendent, J. W. Hays, have enterprise which other cities can well emulate. We know of towns similarly situated, that have had no school for six months.

*Greene County.*—We spent Friday, March 29th, with the *Greene County Institute*, at Carrollton. The attendance was good, and the exercises animated. We have rarely attended an institute in which the best citizens of the town have testified their interest more fully by their attendance at the day-sessions. We had the pleasure of speaking in the evening, to an attentive audience, that well filled a large church. W. H. Wilson is Principal of the schools at Carrollton, and S. D. McPherson, at Whitehall. James Dewell is teaching in the country, near Carrollton. We heard good reports from all these gentlemen.

*Lee County.*—We were with the *Lee County Teachers*, at Amboy, on the 2d and 3d of April. This was the largest institute that we have attended this year. On Wednesday evening, we spoke to an audience too large to be seated in the most spacious hall in town. R. A. Childs is doing a good work in the schools of Amboy, and he is quite liberally paid for it, but the salaries of the female teachers are altogether too low.

*Winnebago County.*—On the 4th and 5th of April, we were with the *Winnebago County Institute*, at Rockford. There was good interest and good work done. The principal teachers of Rockford remain unchanged from year to year. Would that the people in a larger number of our towns and cities, would show equal good sense in the matter. L. W. Goodrich is teaching at Pecatonica, and C. D. Mowry at Winnebago. H.

*La Salle County.*—INTER-COUNTY TEACHERS' CONVENTION AT LA SALLE.—The Convention met March 26, 1872. Mr. Wedgwood, county superintendent of La Salle county, was elected President, Messrs Jenkins and Grow, Vice Presidents, and Wm. Brady, Secretary. The following gentlemen conducted exercises: Mr. Beck, longitude and time; Mr. Piper, decimal fractions; Mr. Hall, equation of payments; Mr. Jenkins, multiples and divisors; Mr. O. S. Cook, the first year's work in geography and how presented; Mr. Hall, grammar-school work in geography and how presented; Mr. Hurd, hints on map-drawing; Mr. Etheridge, relative time for different branches in common-schools; Mr. Jenkins, course for advanced classes in geography; Mr. Etheridge, to what extent can our country schools be graded? Mr. Day, verbs and their properties; Mr. Hurd, punctuation; Mr. Brady, sentence analysis; Mr. Williams, the constitution in our common-schools; Mr. Tucker, composition; Mr. Gove, of Normal, articulation; Mr. Cook, of Normal, inflection, emphasis, and subject analysis; Mr. Sawyer, penmanship. Essays were read by Misses Hickling, McCaleb, and Grim. Revs. Holmes and Whitney lectured at the evening sessions. Prof. Blish, of St. Louis, read selections at one of the evening sessions. About 250 teachers were in attendance throughout the session. A vote of thanks was extended to the citizens of La Salle for their hospitality. The session closed on Friday evening, after a session of four days. La Salle county is one of the largest and ablest in point of schools in Illinois. Its teachers rank high. There are several in the county who have been a long time in one town—a tolerably sure sign of ability and success. It did us good to *once more* meet a body of teachers of whom we early learned to believe great possibilities. Few counties can boast of as energetic, wide-awake superintendents as is Geo. S. Wedgwood, or of more able teachers than Brady, Jenkins, Hall, and a score more whose home is in La Salle.

*Shelby County.*—The school board met Monday morning and organized for the ensuing year, by electing E. E. Waggoner, President. W. A. Cochran, Clerk; and G. A. Pfeiffer, Treasurer. Prof. Hobbs was also re-elected as Principal of the school for another year; receiving five of the six votes cast by the board; The assistant teachers will be selected at some future meeting.

*Quincy.*—We have received the report of the Quincy schools for the last school-year. The total cost of the schools was about \$70,000; a new building has been erected at a cost of \$37,400 including furniture; whole number of pupils, 3,171; whole number of teachers, 43; of which number, 3 only are males; highest salary, \$1,500; highest salary of any lady, \$800; lowest, \$300.

## REPORT OF ATTENDANCE FOR MARCH, 1872

	No Pupils Enrolled.	No. of Days of School.	Av Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or tardy.	SUPERINTENDENTS.
St. Louis.....	25,978	...	22,390	20,786	93	9,748	.....	W. T. Harris.
Cincinnati, O.....	26,108	20	20,806	19,792	95	6,268	.....	John Hancock.
Chicago, Ill.....	27,744	25	24,985	23,462	93-9	.....	.....	J. L. Pickard.
Indianapolis, Ind.....	5,018	20	4,345	4,652	93	78	1,517	A. C. Shortridge.
Evansville, Ind.....	4,070	20	3,183	3,073	90	1,011	310	Alex. M. Gow.
Bloomington, Ill.....	2,677	30	2,472	2,304	93	481	.....	S. M. Etter.
Dubuque, Iowa.....	2,624	20	2,482	2,114	85	.....	.....	Thos. Hardie, Sec'y.
Terre Haute, Ind.....	2,338	19½	2,192	2,061	94	1,041	770	Wm. H. Wiley.
Peoria, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. E. Dow.
Aurora, Ill.....	1,382	20	1,254-5	1,158-7	92-3	114	452	W. B. Powell.
Danville, Ill.....	1,010	25	869	780	89	459	241	J. G. Shedd.
Decatur, Ill.....	.....	.....	.....	.....	.....	.....	.....	E. A. Gastman.
West and South } Rockford, Ill, }	1,093	20	1,068	1,007	91	226	412	{ J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	1,045	20	952	909	95	401	408	E. A. Haight.
Cedar Rapids, Iowa.....	.....	.....	.....	.....	.....	.....	.....	J. E. Harlan.
Lincoln, Ill.....	.....	.....	.....	.....	.....	.....	.....	Israel Wilkinson.
Moline, Ill.....	640	21	610	565	93	110	156	W. H. Russell.
Pekin, Ill.....	.....	.....	.....	.....	.....	.....	.....	Geo. Colvin.
Ottumwa, Iowa.....	609	20	562	531	95	191	.....	L. M. Hastings.
Marshalltown, Iowa.....	529	20	450	400	88	49	.....	Chas. Robinson.
LaSalle, Ill.....	.....	.....	.....	.....	.....	.....	.....	W. D. Hall.
Princeton, Ill.....	585	20	558	542	97	55	300	C. P. Snow.
Dixon, Ill.....	.....	.....	.....	.....	.....	.....	.....	E. C. Smith.
Macomb, Ill.....	630	20	600	565	95	63	345	M. Andrews.
Clinton, Ill.....	499	20	454	412	90	37	176	S. M. Heslet.
Shelbyville, Ill.....	509	20	490	425	88	179	139	Jephthah Hobbs.
Urbana, Ill.....	421	20	373	341	89	324	59	J. W. Hays.
Sterling, Ill.....	.....	.....	.....	.....	.....	.....	.....	H. P. French.
Normal, Ill.....	350	20	326	312	95-8	55	153	Aaron Gove.
Mattoon, Ill.....	381	20	331	317	95-5	185	87	J. H. Thompson.
Sigourney, Iowa.....	360	20	319	292	92	189	.....	A. Updegraff.
Henry, Ill.....	326	20	296	273	92	67	99	J. S. McClung.
Indianola, Iowa.....	377	20	334	282	84	.....	.....	W. J. Shoup.
Lexington, Ill.....	.....	.....	.....	.....	.....	.....	.....	Daniel J. Poor.
Belvidere, Ill.....	259	16	254	219	86	31	98	H. J. Sherrill.
Toledo, Iowa.....	.....	.....	.....	.....	.....	.....	.....	A. H. Sterrett.
Sheffield, Ill.....	271	16	242	225	93	78	71	J. A. Mercer.
Shawneetown, Ill.....	218	20	202	174	86	367	33	Jas. M. Carter.
Yates City, Ill.....	158	22	156	150	96	64	49	A. C. Bloomer.
North Dixon, Ill.....	205	20	191	183	95	160	62	Jno. V. Thomas.
Rantoul, Ill.....	152	10	141	127	90	99	45	W. H. Richardson.
Lyndon, Ill.....	118	20	116	98	84	66	52	O. M. Crary.
Maroa, Ill.....	155	21	145	134	92	127	47	Ed. Philbrook.
Creston, Ill.....	105	21	97	89	92	5	18	P. R. Walker.
Atlanta.....	476	20	318	301	94	64	147	R. H. Frost.
De Kalb, Ill.....	253	21	227	213	94	64	99	E. S. Dunbar.

INDIANA.—Cyrus W. Hodgkin and William Russell are about to open the "Marion Normal School," at Marion, Grant county. Success to them. The State Normal at Terre Haute, graduated its first class on the 19th of March. The class consisted of four young ladies. Prof. L. H. Jones of the Normal School was married on the 21st of March.

OHIO.—From the report of Sup't T. W. Harvey, we glean the following facts: Total receipts, about \$9,000,000; whole number of youth of school age 1,058,048; increase in one year, 16,368; number of teachers necessary to supply all schools, 14,747; whole number of male teachers employed, 9,563; whole number of ladies, 12,554; average monthly wages of male teachers, \$41.00; of female teachers, \$26.00; the former average is \$2.00 more, and the latter is \$2.00 less, than in 1870; total number of pupils enrolled, 719,372, total average daily attendance, 432,452. Many of the reports of the officers call loudly for State Normal Schools.



PENNSYLVANIA.—The report of Sup't J. P. Wickersham is a bulky volume of more than 400 pp. We learn from it, that the number of teachers is 18,021; whole number of pupils, 834,614; average number, 567,118; total expense, about \$9,000,000; average monthly wages of male teachers, \$41.04; of female teachers, \$32.86; of the city and county Superintendents, seven receive \$2,000 per annum, or more. Six State Normal Schools are reported; and many of the county reports speak well of them and of the County Institutes; The state is divided into twelve Normal-school districts.

*The Illinois State Teachers' Institute* will hold its eighth meeting at Normal, commencing Tuesday, August 13, 1872, and continuing through eight days. A larger part of the instruction than heretofore will be given by prominent educators not connected with the Normal Faculty. Arrangements are already complete, securing the services of several persons who have not been present at any of our meetings. Each morning session will be devoted to instruction adapted to the several grades of schools—the members divided off into three sections. The programme of exercises may be looked for in the June number of the *SCHOOLMASTER*.

The proposition to devote the Chinese indemnity fund to the founding of a college in China, for the purpose of educating interpreters, etc., has assumed the form of a bill in the Congressional Committee on Foreign Relations. Mr. Jones, the most earnest worker in the project, and who displays very praiseworthy energy, has recently been twice before this Committee. The bill, as now before the Committee, provides that the principal of the fund shall be kept intact by the Secretary of State and be invested in government securities. The income, which amounts to about \$27,000 a year, is to be devoted to the purpose desired. Congress is to appoint trustees who shall control this sum, and have power to arrange all details, and manage the affairs of the college. These trustees are to give a report, from time to time, to the president of the United States. The expenses must not exceed the income from the fund. At the meeting on Tuesday, Mr Jones read a letter from Dr. J. Wells Williams, of Peking, which declared that \$20,000 would purchase ample ground and buildings with which to begin the work. We can only hope that the matter will be pushed forward as rapidly as possible.—*Conn. Journal*

*The Use of the Bible in Schools.*—The present board of education in Davenport have taken a stand which has not been previously taken by any educational board. At their meeting on last Monday evening, it was unanimously agreed that the Bible, as the Bible, as a whole, cannot with propriety be used as a school reader; that the discretionary selection, by teachers, of passages to be read in schools, opens the door for sectarian bias, and that teachers should be engaged without reference to their theological views; that teachers are not engaged to teach their religious views, and for other minor reasons. Therefore it was resolved, that equal rights, spiritual freedom, and the best interests of religion would be promoted by discontinuing the enforced reading of the Bible in schools "which all are taxed to support." Other resolutions in the same spirit were agreed to, and printed copies of the resolutions were directed to be mailed to each of the senators and representatives of Scott county.—*Rock Island Argus*.

NOTES.—Rev. B. G. Northrop, superintendent of schools in Connecticut, has just spent six months in Europe, where he visited more than 1200 schools. Since his return, the Japanese embassy have invited him to go to their country, and assist in organizing a system of schools on the American plan. Salary, \$10,000 a year in gold. It is said he will accept.—Prof. Dollinger, now quite conspicuous in the religious controversy of Europe, although a German, neither drinks nor smokes. He does, however, indulge in one luxury—a library of 30,000 volumes.—Virginia has 2,800 public schools in operation under the new school law.—Boston expends \$30,000 annually for musical education in its public schools.—Chicago pays her teachers according to their efficiency, making no distinction between males and females.—The State School Commissioner reports that 108 school-houses were erected in Ohio during the year ending with September, 1871.—Philadelphia proposes to establish a Zoological Garden.—There are 391 log school-houses still in use in Pennsylvania.—Dr. Lathrop, the retiring superintendent of the public schools at Buffalo, was made happy, on his retirement from the position, by the presentation, from the teachers, of 150 ounces of

silverware, and a magnificent set of the American Encyclopedia.—The California legislature has refused to pass a bill abolishing corporal punishment in the schools.—T. R. H. Johnson, of Washington, Pa., is the only colored teacher in the State to whom a permanent certificate has been granted. The date of his certificate is January 1, 1872. Mr. Johnson has the reputation of being an excellent teacher.—Rev. S. H. McCollister, formerly principal of Westbrook Seminary, and lately settled over a parish in Nashua, N. H., has been elected President of Buchtel college at Akron, Ohio.—The trustees of Trinity College, at Hartford, Conn., voted, on Thursday, 12 to 4, to sell the college grounds to the City for \$600,000, for an addition to the park, and as a site for the new State House.—The Columbus, Ohio, school board have voted to pay colored teachers the same prices as white teachers for the same grades of work. Only one vote was given in opposition.—Prof. Tenney, of Williams College, has been engaged by the school committee of New Bedford, to deliver a course of six lectures on geology, for the benefit of the teachers and scholars of the public schools of the city. The expenses are to be paid out of the Sylvia Ann Howland fund.—Forty-three graduates of Williams College, belonging to different classes from 1815 to 1863, have been, at different times, professors in colleges. Of this number, twenty-seven are now professors, nine of them being in Williams.—Lafayette College, Easton, Pa., has received a donation of \$200,000, to build a large scientific building, which is to be 256 feet long, about 50 feet deep, and four stories high.—*College Courant*.—Rev. W. C. Van Meter, of the Howard Mission, New York, writing from Rome to the *Watchman and Reflector*, says, "Undisturbed enjoyment of civil and religious liberty, protection of life and property, order, cheerfulness, cleanliness, health, are to-day among the most striking characteristics of Rome."—Old Antioch, in Syria, has just been visited by a terrible earthquake. Half of the city was destroyed; 1,500 persons lost their lives, and the remainder are suffering greatly.—The expense of the schools of Bloomington, Ill., for last year, was a little less than \$50,000.—A. A. Gamwell, one of the oldest teachers in Providence, R. I. died recently; his age was 55.—Bowen, Stewart & Co.'s large book store, in Indianapolis, was burned recently; they have opened again at 33 S. Meridian street.—The firm of S. C. Griggs & Co., Chicago, has been dissolved. They are succeeded by Jansen, McClurg & Co.—It is stated that Bonner, of the *New York Ledger*, has paid \$145,000 for nine horses; he keeps his horses in a stable that cost \$100,000.—G. G. Alvord, Esq., will close his connection with the schools of Freeport at the end of the current year.—The dog crop of the United States is estimated at 21,000,000 head. At a moderate computation, each animal costs \$8 a year, making a total of \$168,000,000. Of this number, upward of 100,000 go mad annually, and bite about 10,000 people. On the whole, the crop cannot be said to pay.

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### ILLINOIS NORMAL.

The Spring Term opened April 8th, and will continue twelve weeks. There are about three hundred pupils in the Normal Department, and one hundred and twenty-five in the Model School. In the Normal the males out-number the females. The graduating class will be the largest that we have ever had. The new arrangement of our State authorities in respect to the funds of the University, is causing the members of the Faculty serious inconvenience.

Dr. Vasey has left his post as Curator of the museum; for this term, Dr. Sewall will fill the position, while Mr. Loring A. Chase will assist in the performance of Dr. Sewall's duties in the University.

MARRIED.—In this city at the residence of the County Superintendent, I. F. Kleckner, Esq., April 10th, by Rev. Wm. Aug. Smith, Gifford S. Robinson, Esq., of Storm Lake, Iowa, and Mrs. Janette Gorham, of Rockford, Ill.

Mrs. Robinson was educated in our State Normal University, and has for several years been a teacher in the Kansas State Normal. She there won a name, both as a teacher and a writer, that will long be remembered by the educators of the southwest. She resigned her position in Kansas to become the wife of one of Iowa's energetic young lawyers. May joy and prosperity attend them.—*From Freeport Journal*.

## **BOOK TABLE.**

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*Hadley's Lessons in Language.* HADLEY BROTHERS, Chicago. Revised edition, 1872.—We are glad to see the resurrection of this little volume. The plates were destroyed by the Chicago fire, but the new book excels the old in typographical appearance. We notice several lessons in elementary work, at the beginning of the book, that were not contained in the old edition. We suppose these to be from the superintendent of schools at Aurora, Ill. They are the first of a series now being published in the SCHOOLMASTER. Many are using these lessons daily in school, and we have yet to hear anything but praise of them. Although the answers given may seem far-fetched, they are such as have been given by pupils in the class-work. As we said when Mr. Hadley's book was first issued, we have now reason to repeat—it marks the commencement of a new era in the study of the English language.

*Franklin Fifth Reader*, by G. S. Hillard. Boston: BREWER & TILESTON. New York: J. W. SCHERMERHORN.

By an examination of the introduction, it is found that this book "is intended to fill a place between the Fifth Reader and the Intermediate Reader of the compiler's series." It is excellently printed in large clear type, and with its firm binding, presents a pleasing and substantial appearance. The definition of a consonant, found on page 1, bears a somewhat discouraging aspect to the beginner. Cannot the sounds of *s*, *z*, *v*, and of many other consonants, be as perfectly given as that of *long a* or *long e*? We are told, on the same page, that among the forty-four sounds, "which for convenience may be classed as 'Elementary,' \* \* \* some \* \* \* are by some authors regarded as compound." One looks in vain, however, for any hint as to which they are, and from the table on page 2, might properly conclude that *a* in *fat*, and *i* in *pine*, are equally simple. In the same table, no attempt at showing the relations between long and short sounds is attempted, and *u* in *fur*, which is of course the customary sound of *e* before *r*, is termed "short and obtuse." Short is a comparative term, I am aware, but if this is not a long sound, then *a* in *fate* and *a* in *fall* should henceforth be counted among the "shorts." The "caret *a*," of Webster, does not find a place in the table, but is described in a note as being one of the vowel sounds that cannot be easily pronounced alone so as to be distinguished from some of the other vowel sounds. On page 5, note 1, it is further stated that there is a tendency, in some localities, to give this letter, when occurring before *r*, the sound of *short a* prolonged, but that this pronunciation is not sanctioned by the dictionaries. The fourth paragraph of "Principles of Pronunciation," in Webster's Dictionary, seems to take a somewhat different view from that quoted above. The table lacks definiteness, and can be more philosophically arranged. On page 3, a distinction is made between *r* in *rap* and *r* in *nor*, which is "more honored in the breach than the observance," as there are communities in Illinois where final *r* is rarely sounded.

The Treatise on Elocution, by Prof. Mark Bailey, of Yale College, is the most excellent feature of the book. There is little danger of commending it too highly to the consideration of teachers. Pages 11–15 inclusive are of especial value, as they enforce the essential idea, "the necessity of a THOROUGH ANALYSIS and STUDY of the *ideas*, or the *thoughts* and *feelings* to be read." The model for analysis, on page 24, is excellent, and the illustrations of various styles are selected with good taste. The body of the book differs but little from other books of the same grade. Many of the exercises are all that could be desired, while most are fair. The synonym-method of defining is too frequently used; and on page 90, the following awkward English is found: "I have *got* them in my handkerchief, here." It is hoped that the next edition will free this sentence from that superfluous monosyllable.

As a whole, the book is a valuable addition to the educational machinery of the time. C.

*Gentle Measures in the Management and Training of the Young*, by Jacob Abbott, HARPER & BROTHERS. We have just finished reading this book of 330 pp., and have been so much pleased with it, that we are not now in the proper state of mind for a critic. Most readers are familiar with Jacob Abbott's power and peculiarity as a writer; his Rollo Books, and others, are very popular, and they deserve to be; perhaps no modern writer understands better how to enter into the world in which children live than he. The little book in question is just what its title imports. It gives a very clear view of the philosophy of government by gentle measures, enforced and illustrated as perhaps no one but Mr. Abbott can do it. It treats of such subjects as "The art of training," "Commendation and encouragement," "Faults of immaturity," "Imagination in children," "Truth and falsehood," "The use of money," "Religious training," &c., all of which are treated in an interesting, clear and masterly manner; and in all, he points out the "more excellent way." We wish every mother and common-school teacher would read this book through carefully once a month for the next two years; we believe such a course would hasten the coming of the *Millennium*, by some ages. And, yet, with all his advocacy of gentle measures, he does not propose a weak government in the family or the school, for a moment, as the following extract from p. 282 will show.

"The parental authority must, therefore, be established—by gentle means, if possible—but it must by all means be established, and be firmly maintained. If you cannot govern your child without corporal punishment, it is better to resort to it, than not to govern him at all."

The book is beautifully illustrated, and has but few faults; we have noticed the following: "I expect you have been a very good girl," p. 118; "there are a vast number," p. 180. "avocations" for vocations, p. 188, and in other places; "you may see an image of yourself" in a plane mirror, p. 264; strictly speaking, a plane mirror doesn't form an image. But the faults are scarcely "spots upon the sun." H.

*The Principles and Practice of Early and Infant School Education*, with an appendix of Infant School Hymns and Songs, with appropriate melodies. By James Currie, A. M., Principal of the Church of Scotland Training School, Edinburg. J. L. HAMMETT, publisher, 37 and 39 Brattle street, Boston. This little volume of 310 pages, has a decidedly British look. The school books made by our cousins are not attractive to the eye. They cut a sorry figure by the side of the school publications of our best American houses. And this book, notwithstanding the Boston slip which is pasted on the title page, is evidently of British manufacture. But the contents of the volume seem to us greatly superior to its dress. Mr. Currie is evidently a man of careful observation and good sense. He is well acquainted with the most recent methods in education, but does not appear as the bond-slave of any special "ism," or "system." At every turn, he insists upon an exercise of his own unclouded judgment. Object-teaching he approves, but the book is full of cautions against the faults that so often accompany the efforts at it. A considerable space is devoted to infant instruction. The period of this is considered to end at just about the time when, in America, children are admitted into our public schools. And we are quite sure that a careful study of Mr. Currie's chapters on this subject will be found very profitable by any teacher of a primary school. For it is in these early steps that a *philosophy* of education can best be illustrated. About eleven pages of the book are devoted to religious instruction, and many of the suggestions under this head are excellent. Appended, and occupying some sixty pages, is a collection of hymns and songs for school use, some of which are excellently adapted to their purpose. But the poetry of some others is not of a high order, and a number of the pieces are too difficult for children of the age for which they are intended. This is followed by a second appendix of note-music, covering twenty-five pages. On the whole, we commend Mr. Currie's little volume as the work of a thoughtful man, who knows whereof he writes, and whose counsel is eminently useful and practical. E.

*The Principles and Practice of School Education*, by James Currie, A. M., principal of the Church of Scotland Training School, Edinburg. J. L. HAMMETT, Boston, 1871. This is a volume of 504 pages, by the same author as the above. We have barely had time to glance through some portions of it, but, wherever we look, we find traces of a thoughtful discrimination, and a heartfelt appreciation of the value and the importance of the teacher's work. At a future time we hope to prepare a more extended notice.

## PERIODICALS.

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There is published at Cincinnati an educational monthly called the *National Normal*, edited and managed by Mr. R. H. Holbrook. We have not the pleasure of the acquaintance of this editor except through the medium of his "*only educational newspaper published in the country.*" No paper which we have ever read has so much difficulty in getting credit for articles taken from its columns. In reading a number of this periodical, one is inclined to sympathize deeply with the abused magazine, so much is stolen from its profound pages. One portion of this paper, called "Intelligence Department," is prefaced by these words: "Devoted to items furnished us by our county agents throughout the United States. The information is of a kind that has never before been published in any other paper, and will be found interesting not only to teachers but to book-publishers and the general reader." This celebrated correspondence is largely composed of extracts from the educational press of the country, frequently modified in phraseology so that the quotations are not literal. This latter fact may account for the statement that "*this* information is of a kind that has *never before been published.*" The modesty of this celebrity is noticeable. We quote from the April number: "No educational paper makes so *national* an appearance. But, besides the 'sweep of the nation' made in our contributions, the intelligence department alone supplied as it is \* \* \* makes the *Normal* the *National Normal*, indeed. Among the important news received from one of its 'special county agents,' we read that the whole number in attendance at the Illinois State Teachers' Association, was 115; that the meeting was a 'disastrous failure.' Other inaccuracies are prominent among Illinois news. If other States are as truthfully set forth, this is indeed the 'only educational newspaper' (of its kind) in the land. The *SCHOOLMASTER* published in February 'names of members taken from the Treasurer's books.' The names of one hundred and fifteen gentlemen were published, and this wisecrack at once announces that the whole number in attendance was one hundred and fifteen. This beautiful school-journal solemnly proclaims the following: "Every normal-school should make its curriculum so that a person who is familiar with algebra, can, by one year's study, prepare himself to teach geometry, trigonometry, surveying, analytical geometry, calculus, astronomy, botany, geology, zoology, natural philosophy, chemistry, rhetoric, history and Latin. There are institutions which do this; at any rate there is one." What monstrous humbugs still live, advertise and manage "educational newspapers!" Any man who reads the above quotation and believes it, is a fit candidate for bedlam, and we believe that either the author does not mean what he says, or that he is crazy. Now, because some one in Michigan thinks the author is a fool, that Michigan man is invited to spend at the expense of the proprietor six weeks in the institution that does so much. The *SCHOOLMASTER* did not expect to say so much,—did not intend to please the "only educational" by advertising it; but the truth is, that of all humbugs in this world the school humbug is the most wicked and atrocious. It is a betrayal of the people's confidence. The *National Normal* is a fair school periodical, second to the school magazines of Maine, Massachusetts, Connecticut, Michigan, Wisconsin, etc., and about as good as that of Arkansas.

One of our welcome exchanges is *The Teacher*. It excels all in typographical appearance. We have concluded it must be because the *girls* set up the type down in Boston. We were sorry to see the word Massachusetts taken from the title of this monthly, for everybody does not come from Boston, and "*The Teacher*" seems, at first, just a little pretentious. But which of all the States, if not Massachusetts, has the right to such a title. Of the educational monthlies for April, that from Massachusetts was the best that came into our hands.

The *Pennsylvania School Journal* is the largest that comes to the *SCHOOLMASTER*. Forty closely printed pages, with editorials of great value, educational intelligence and first-rate articles are presented to its subscribers each month. The Key-Stone State supports, through her able superintendent, J. P. Wickersham, one of the best monthlies in the country. Prof. Hewett's article on arithmetic appears in the April number.

*The Rapid Writer*, (quarterly,) published by the Rapid Writer Association, Andover, Mass.—We commend this handsome little magazine to all persons specially interested in any of the systems or the practice of short-hand writing.

The *Maine Journal of Education*, published at Portland, by Brown Thurston, and edited by A. P. Stone, is among the very good school journals of our country. Its articles are selected with unusual judgment and, to our mind, are more readable and intelligible than the mass. We have taken a sketch from the April number for this SCHOOLMASTER, and believe our readers will thank us.

In the *New Englander* for April, the initial article is an able one, from J. M. Sturtevant, D. D., of Illinois College, on the "Antagonism of Religion and Culture." We wish every timid believer in Christianity, every short-sighted scientist, and every thoughtful young person could read and digest what Pres. Sturtevant says; we believe it would do them all good, that is if they read in the right spirit.

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## PUBLISHERS' DEPARTMENT.

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SPECIAL NOTICE.—The prices of VENABLE'S HISTORY OF THE UNITED STATES, and THALHEIMER'S ANCIENT HISTORY, (*See Wilson, Hinkle & Co's announcement*), are as follows:

VENABLE'S UNITED STATES: Retail price \$1.25; single specimen copy for examination, with a view to introduction, sent by mail, post-paid, on receipt of 85 cents.

THALHEIMER'S ANCIENT: Retail price, \$2.50; single specimen copy for examination, by mail, post-paid, \$2 00, or by express, \$1.67.

*Liberal terms on supplies for first introduction.*

THE UNITED STATES HISTORY, will be ready May 15th, and the ANCIENT HISTORY very shortly thereafter.

We wish to acknowledge through the SCHOOLMASTER, the value and real merit of the Manhattan Sewing Machine; after using one in our family three months, having no person to teach its use, we pronounce it the best machine with which we are familiar. It is all it claims to be, and more; noiseless, easy running, perfect sewer, in short as good a family sewing machine as any one can get.

ELEMENTS OF THE NATURAL SCIENCES.—As Section 50 of the new school law of Illinois requires teachers to be qualified to teach the natural sciences, we are glad that the Publishers have not been behind preparing suitable books on these new subjects for our common schools. One of the most successful attempts of this kind is the *Elements of Natural Philosophy* or "Hotze's First Lessons in Physics." This useful text book has met with a wonderful success, three editions having been sold in less than four months after its first appearance without the aid of the usual agency work. This book is designed to carry out such work as the new law requires, and it should be examined by every teacher and school officer. Any teacher sending twenty-five cents to prepay postage will receive a copy *gratis*. Address, Hendricks, Chittenden & Co., St. Louis, Mo. This offer is limited to thirty days from May 1st, 1872.

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# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME V.

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NUMBER 49.

## *SHALL THE PUBLIC SCHOOLS TEACH MORE THAN THE ALPHABET?*

Most of the educational men of our time have settled into a sort of comfortable belief that the great principle of universal education is fully established, not alone in the institutions of the country, but also in the convictions of the people. The masses of our citizens, it has been thought, are fully awake to the importance of this fundamental idea in a free government, and sensitively impatient of any denial of it, either in word or deed. And it has therefore come to pass that a discussion of this principle, and of the policy needed to carry it out, has been considered unnecessary. "Why argue," we are asked, "in behalf of that which has long ago passed the ordeal of argument, and become a part of our permanent institutions?"

But it is never safe to rest upon our laurels in our conflicts for a great principle. Our acquaintance with fundamental maxims must be kept up by a constant repetition of them. The fact that they have once been agreed to, however unanimously, does not insure them from attack at some unguarded moment, or on some exposed side. The enemies of great truths, though often disabled, never die. Like the warriors of Roderick Dhu, they shoot up into a stalwart attitude, amid the most peaceful surroundings, and from the most unexpected quarters.

The Roman Catholics have long been supposed to be hostile to our free schools. It has usually been considered that this hostility arises from the fear entertained by the hierarchy of that church, that the spread of intelligence would weaken their power over the people. "Enlighten the children in the public school," it is said, "and you free them from the trammels of superstition." Hence, we are told, it is, that the bishops and priests are opposed to any system of schools not under their own control.

But the public schools have, it seems, other enemies less open, but not less determined, than the Catholics have been supposed to be. They are found in small numbers among Protestant—yea, comparatively *liberal* Protestant denominations. They are somewhat mild in their talk however. They do not propose an abolition of these schools. But they would limit them to mere primary grades. All instruction above the merely elementary, say these men, should be given in schools under the control of some religious denomination, unless indeed the parent prefers non-religious teaching. No money should be raised by public tax for maintaining any school of the grade of our ordinary grammar or high schools. All funds for this purpose are to be put into the hands of the different religious denominations, to be expended at their discretion and according to their judgment.

This theory sounds very startling, but it is not new. It represents the actual condition of things when the great educational reform began in this country about the year 1825. Then the free schools in New England and elsewhere were quite to the taste of these gentlemen,—meagerly sustained, and insignificant in results and in influence. And the magnificent progress that has been achieved since that time, has consisted chiefly in the elevation and improvement of these schools, in extending their curriculum of studies, and in making more liberal appropriations for their support. And whoever proposes to reduce the work of the public schools to this mere elementary curriculum, proposes to sweep away, at one fell stroke, the achievement of fifty years. He proposes to undo the life-work of Horace Mann, and of the worthies who aided and those who succeeded him.

We object to this proposition that it is a blow at universal education. By its adoption, the illiteracy of the country would, in the next generation, show a fearful increase. For let it be remembered that the miserable pittance of knowledge proposed to the multitude in this scheme would not be worth counting. By such a plan, every child in a public school would be looked upon as a pauper, and placed under a social ban. Two classes of persons would at once appear in every community—those who could afford to buy decent schooling from our sectarian friends, and those who could not. And for all practical purposes, so far as winning any of the high prizes of life would be concerned, the poor of the land would, as a whole, grow up illiterate, and mentally and politically disabled.

In what country on the face of the earth have denominational schools effected the education of *all* the children? In England such schools have received a support and attained an efficiency of which we in this country have little conception. They are found everywhere, supported in part by contributions from the benevolent, and in part by appropriations of money by



Parliament. They are fostered, encouraged, talked about, written about. Training schools have been established and supported for the preparation of teachers for them. And what has been the result? Are they able to gather together all the children, and to secure the land against the baneful effects of illiteracy? By no means. Thousands of children have failed of being reached by them, and in the present state of feeling among the working men of that country, thousands more decline, with scorn, an opportunity which comes to them in the degrading form of a charity. Only by a system of public schools, well sustained by appropriations of money, and made respectable by the attendance of rich and poor alike—schools in which every pupil is inspired by the thought that in virtue of his essential humanity, and not because of the religious bias or the wealth of his parents, he has opened to him all the glorious possibilities of an American citizen—only by such schools can illiteracy be banished from the land. And the banishing of illiteracy from the land, the dispelling of the cloud of mental darkness that hovers over our civilization, is an achievement of greater worth than the dosing of our children with sectarianism!

We have in our mind a town in Illinois where, by a public tax voluntarily voted by those who are to pay it, an excellent public school is maintained, with an extended course of study, and a thoroughly accomplished corps of teachers. By this munificent provision, every child in town, whether his father be a hod-carrier or a millionaire, has the opportunity of securing an education, excellent in quality and sufficiently extended to give him a very advantageous start in life. What a grand possibility is here! Every boy finds at his father's door, the means of making a noble and useful man of himself. Every child is put on a level with every other, in respect to all the schooling needed to show the value of culture.

Now, suppose we adopt the ancient educational gospel, new-vamped for these times. Let there be one primary school for the entire corporation. When the children reach the age at which they are prepared to study the catechism, or whatever our friends would put into their hands, let them be separated and distributed among the religious denominations. Of these there are, say, seven within the corporation. They are now all united in the public school, and yet feel that the tax is heavy. What will be done on the division of the children? Shall we have seven separate graded schools, each with its corps of teachers carefully selected from the denomination to which it belongs? Then one of two things must follow: either the teachers must starve, as the seven ministers are now assiduously doing, or there must be a sevenfold increase of the school expenses of the town!

Since the inauguration of the educational reform to which we have

referred, there has been a perceptible mitigation of the unlovely spirit of sectarianism. There is less of hatred than formerly between one denomination and another. The sects begin to have a little more the aspect of Christians. This result is largely due to the fact that education has been freed from sectarian control. Children from families professing different faiths are schooled together, and learn to love and respect each other. But restore that control, and you revive the ancient bitterness. Establish, in our little town, seven different schools, under the control of the seven differing churches, each school designed for the very purpose of enlarging the power of the sect to which it belongs, and you surround the children with all the conditions needed to nourish into life the intensest bigotry.

We therefore answer the question with which we began in the affirmative, and we desire to do it with all emphasis. In this country the free schools must teach very much more than the alphabet. With every additional ray of knowledge that falls upon the popular eye—with every new idea that finds its way into the popular mind, there comes to the country an accession of genuine power, and a new element of enduring stability. We are in favor of increasing this light—of multiplying these ideas, to the greatest possible extent. Let the free school then enlarge its field of operations. Let its curriculum of studies be extended, not contracted.

RICHARD EDWARDS.

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*THEN, WHY NOT?*

I somewhere have read of a famed panacea  
 For the ills to which all flesh is heir;  
 But by mourning friends followed I see the low bier  
 To the tomb its dull burden still bear;  
     O, physician, alack!  
     Was it, then, for a quack,  
 That yourself you proclaimed with such care?  
 "Fortunes made in a year, business pleasant and light,  
 Enclose stamps,"—then the number and street,  
 Were the words that one morning by chance met my sight,  
 As I hastily glanced down the sheet.  
     Was there truly such need,  
     Then, I think as I read,  
 Thus to publish yourself as a cheat?  
 "Language learned in twelve lessons," the impudent boast,—  
 Twelve months find it scarcely begun;  
 Twelve weeks for a science, twelve weeks at the most;  
 Then how often it must have been done!  
     O, ye fortunate blest,  
     Of such genius possessed,  
 From your hot-bed of roses, bring one!

G. H.

## MORE EXPERIENCE.

Before reading this article, you should re-read "A bit of real Experience" in the May number of the SCHOOLMASTER. I wish to enforce, as emphatically as I can, the lesson there taught. I never expect eminent success on the part of any teacher who does not do missionary work among the people of his district. *Success* is my only standard of the merits of a teacher, as a teacher.

I believe the majority of parents in every county have good common sense, and are willing to give the opinions of their teachers and superintendent sufficient consideration; but, in nearly every district, Mr. Rough and Dea. Slow have representatives who are not so easily converted as they were. I will give you a statement of my manner of dealing with them, in respect to one matter, from which you can judge what I would do in other matters that many persons would consider more important. Lest I fail to tell the tale so that each can draw the moral from it, I will tell you in advance that the moral I would convey is this,—that the intercourse between a county superintendent and the teachers and directors of the county, should not be like that recorded of Eli and his sons, in 1 Samuel, II : 22-25. Eli told his sons what was right, and allowed them to continue in the discharge of their priestly functions, but he did not prevent their continuing to do wrong.

I became County Superintendent in December 1869; the schools in the county were nearly all in operation. Scarcely any of the pupils under ten years of age, in the country schools, had slates. On my first visits to the schools, I urged the importance of every pupil's having a slate. During the next three months about one-tenth of the younger pupils were supplied. We have but few schools during the summer months. At the examinations and institutes held previously to October 1, 1870, I was careful to explain to every teacher that I expected him to labor earnestly to cause every pupil to have a slate, and to make profitable use of it.

During the next six months, three-fourths of the pupils were supplied with slates. In almost every school were some pupils whose parents' constant exhortation to the teacher was, "Stand ye in the ways and see, and ask for the old paths where is the good way, and walk ye therein. This is the way the fathers trod." This road, as they understood it, ran into Webster's Elementary Spelling-book, or rather its initial point was at A in that venerable book. It was to be traveled until *finis* was reached, or the pupil's school days were past. None of the schools had a *large extent* of good blackboard; and, even if they had had, I do not believe that a blackboard can supply the want of slates. The unsupplied pupils were a great drawback upon the suc-

cess of the teacher. During the summer of 1871, I stated through the papers and on every proper occasion, that no teacher should attempt to continue to teach a child more than one week, unless that child was supplied with a slate. I advised every teacher to inform the directors, before he closed a bargain with them, that he should act in accordance with my orders in this matter. The belief became general in the county, that if a teacher went contrary to this advice, and continued week after week to give oral instruction to a pupil who had no slate, his certificate would, under some plea, be revoked; and also, that, if directors discharged a teacher for refusing to continue teaching a pupil that had not a slate, there was little probability that they could fill the vacancy that they thus made. I think both of these opinions were correct.

Some children came without slates: in some cases the teacher used in vain all the means in his power to induce the parents to supply them. He then informed those parents that unless their children were supplied with slates, he should not continue to teach them beyond a fixed time. When the time expired, the declaration was made good; the pupil was treated as a visitor, and received no instruction, neither read nor recited at all. In some cases, the directors sustained the parents, and threatened to discharge the teacher if he persisted in his refusal to teach the child without a slate. The teacher informed them that he could teach much better with the slate than without it, that he would be glad to stay and do the best he could for every pupil; but that, if he must leave the school, he would rather be turned out for doing what he thought was right, than to have his certificate revoked for doing what he knew was wrong.

The result has been, that not one teacher has been discharged; and I believe there is not one pupil who has attended a public school in this county, four months within a year past, that cannot put upon his slate some portion of every lesson that he can read at all, in such a way that it can be read; and nearly every parent rejoices that his child has been taught to use the slate.

This ends my story. Perry county has a body of excellent teachers, who have striven for improvement in everything pertaining to their profession; but they could not have had all the children supplied with slates, if the County Superintendent had not said by word and act, *it must be done*. Few of these teachers now know much of the branches, a knowledge of which is added by the new law to the requirements of the old. But we shall have little occasion to import teachers; by the time that they will need certificates under the new law, nearly all of them will be entitled to them.

LANGUAGE LESSONS FOR INTERMEDIATE OR PRIMARY  
SCHOOLS.

LESSON XXI.

THE PLURAL FORM OF NOUNS—SPECIAL LAW NUMBER ONE.

REVIEW LESSON XV.

Let pupils spell words in both forms, both by sounds and by letters ; then let them state the exact difference in each case.

Pronounce a word ending in the singular, with one of the sounds represented by s, z, sh, zh, ch (as in church), or j, and let the pupils

- (1) pronounce it ;
- (2) change it so that it shall denote more than one ;
- (3) spell both words by sounds ;
- (4) state the difference between the sounds of the two words ;
- (5) discover that the difference involves an extra impulse of the voice (syllable) ;
- (6) discover, by giving the sounds of the words, why an additional syllable is necessary ;
- (7) determine, without reference, how to represent that difference.

In a similar manner, let pupils dispose of many words ending in sounds as above ; after which let them

- (1) give law just learned and associate it with that previously learned.
- (2) practice by writing sentences in which these words occur in both forms.

LESSON XXII.

PRACTICE.

Devote at least one lesson to making and writing sentences containing the nouns of which we learned in Lesson XXI. used in the possessive forms, singular and plural.

LESSON XXIII.

THE PLURAL FORM OF NOUNS—SPECIAL LAW NUMBER TWO.

1. Pronounce to the pupils the words, beef, calf, elf, half, knife, life, leaf, loaf, sheaf, shelf, self, thief, wolf and wife.
2. As each is pronounced, let the pupils spell it by letters and by sounds ; write it on their slates, and tell whether it is of the singular or plural form.
3. Let them change the pronunciation of each so that it will denote more than one ; tell of what form the new word is ; spell by sounds, and state the difference between the sounds of the singular and plural forms.

4. Let them give, without reference, if possible, the characters that represent the sounds of each form; spell by letters the plural form, and write it on their slates opposite the singular form.

5. Let them give law just learned, and associate it with other laws for making plural forms.

Practice several days upon this lesson.

At least one sentence for each form of all the above named words should be made and written.

### LESSON XXIV.

The time of at least one lesson should be given to making and writing sentences that will familiarize the pupils with the possessive forms, singular and plural.

### LESSON XXV.

#### THE PLURAL FORM OF NOUNS—SPECIAL LAW NUMBER THREE.

The object of this lesson is to lead pupils to discover how to make the plural forms of nouns ending in *z*, to distinguish the special from the general law, and to practice writing. It is assumed that the pupils know what vowels and consonants are. (The pupils to whom we are giving these lessons are reading in the Third Reader.) If they do not, they should, of course, be taught; and a lesson for that purpose should, by all means, be given first.

Plans have already been given that, modified slightly, will serve for this lesson. Do not fail to review all laws for making plural forms.

### LESSON XXVI.

#### PRACTICE.

The possessive forms (singular and plural) of nouns ending in *y* and *w* next to be learned. This work will require the time of several recitations. Let the *pupils* make the sentences containing the illustrative words; there should be no indefiniteness concerning the ideas to be represented by the pen.

### LESSON XXVII.

#### THE PLURAL FORM OF NOUNS—IRREGULAR.

The pupils for whom these lessons are intended will, in most instances, spell both the singular and plural forms of the following nouns without instruction or further investigation: man, woman, goose, foot, tooth; mouse, louse, ox and child.

For the purpose of training them to habits of close observation, however, it will be profitable to lead them to see that the idea of plurality is indicated, in some instances, by an internal change of the singular form and in others, by an addition to the singular form.

They should master the possessive forms, singular and plural, before passing to another subject.

### SUGGESTIONS.

PREPARATION, involving a thorough knowledge of the subject to be taught and a *plan of presentation*, is the first and almost only sole requisite of good class teaching.

The inexperienced teacher, then, especially should not only outline his plans before meeting his class, but should, as often as possible carefully elaborate them.

The lessons that are here only outlined should be amplified by questions and answers before they are given. After each has been given it should be rewritten.

This kind of training every teacher can give himself, and will result in great good to those whom attempt to instruct.

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### LESSONS IN BOTANY.—II.

We spoke of the parts of a plant, in our last, and called attention to each part. We will now give brief, but exact definitions of Root, Stem and Leaf.

The *Root* is that part of the plant which grows downward, commonly penetrating the soil, from which it imbibes nourishment.

It branches indefinitely and without order, *but bears no other appendages*. Its ultimate branches are called *Rootlets*.

The *Stem* is that part of the plant which grows upward into the light and air, bearing common leaves and flower leaves, or leaves and flowers.

Leaves are expanded appendages of the stem; they are developed from buds on the side of the stem, called *axillary*, and from buds on the top of the stem, called *terminal*. They consist of loose cellular tissue, supported by a net work of woody fiber called *veins* or *ribs*, and are covered by a thin, but quite firm skin, called *epidermis*.

In our last it will be remembered that we spoke of a bud as a collection of leaves on a short stem and that when the stem elongated, and put the leaves farther apart, we called this developed bud a branch.

A *flower bud* looks very much like a common leaf bud. In fact in the early stage of their growth it is difficult to distinguish one from the other. But when a common leaf bud develops, the stem elongates, the leaves grow larger, and we have a branch consisting of stem and leaves. But when the *flower bud* develops, the leaves—some of them, at least—grow larger, while

the stem does not elongate, but remains short, as it was in the bud. Another difference is, that the forms and color of the leaves in the flower differ from the leaves on the branch; but, as we have said, they are nothing but leaves, having a peculiar form, color and use. A flower, then, is a short branch, differing from the ordinary branch in the form, color, and use of the leaves it bears, and in the length of the stem, bearing them.

When an ordinary branch has grown through the season, it appears quite the same as it did early in the season, only it is larger and stronger. But when the *flower* branch has grown a while, it changes its appearance very much; some of the leaves fall off, some wither away, and others remain and form what we call fruit.

The apple—that part that we eat—is made up of thickened leaves, that form the outer part of the blossom, which the Botanist calls the Calyx.

The strawberry is the short stem of the flower branch, grown thick and long and juicy.

The blackberry is a collection of thick, juicy leaves, rolled into little spheres, arranged or packed close together on a thick juicy stem; when we eat a blackberry, we eat both stem and leaves.

The raspberry is a collection of thick, juicy, pulpy leaves, rolled into spheres, packed on a short, thick stem. When we pluck the raspberry we take this collection of leaves off from the stem and eat only the leaves.

The seed is a single leaf, or a pair of leaves, packed in a quantity of starch.

We need look to the book very little, if we will look carefully to the *plant itself*, to discover how leaves and stem combined or separate form flowers, fruit and seed.

J. A. SEWALL.

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“THE ENDS THOU AIM’ST AT.”

What the old grammarian could have been thinking of, who said, “A preposition is a bad word to end a sentence with,” is not easy to make out; for as “houses are made to live in, and not to look at,” so words seem made to work with, and not to tie to; not to shut thought in, but to help it out. With so much to work for, and so much to think of, there is more than we shall ever be through with, if we allow ourselves to be so tied up with rules that we have no need of, and no use for, so far as heard from. In our good old English tongue, whatever else we find to rejoice over, or pride ourselves on, we have this, at least, to thank her for, that she does not fetter herself with restrictions which she can just as well do without, or load herself down



with old tools that she is through with. Perhaps it is not much to be wondered at, that such a rule should sometimes be insisted on; but if we look the matter carefully through, we shall find it to be one which we were better rid of. For full dress, the white kids and patent leathers may not be dispensed with, but the Johnsonian periods, with graceful and polished extremities, are not what either life or language is made up of. Not only can the practice of the most popular writers be appealed to, but the practice and theory of the best grammarians, who know what they are writing about, can be relied on, to show that a preposition is sometimes *the* word to end a sentence with.

And one thing more I wish to ask about. Do we always give the falling inflection at the end of a declarative sentence? I *intend* to visit Chicago to-day. [but may not.] I intend to *visit* Chicago to-day. [but not stay.] I intend to visit *Chicago* to-day. [but not St. Louis.] I intend to visit Chicago to-day. [whether you do or not.] I intend to visit Chicago *to-day*, [though perhaps not this morning.] A HUMBLE SEEKER.

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### EXCORS IPSA.

Certain minds, at a certain stage of development, are subject to a species of efflorescence which results, as Prof. Gray would tell us, in "the kind of fruit called a *pome*." Other minds, not capable of producing poetry, are yet capable of making very good criticisms upon the poetry that has been written. The old Roman, from whom I have taken the motto of my essay, says that he belongs to the latter class; that he fulfils the office of a whetstone, which, though not capable of cutting, may yet render iron sharp.

Now, it is the teacher's business to prepare the young mind for cutting through many of the difficulties of life. What if he should happen to be like the whetstone, himself incapable of cutting; or, at best, less capable than they of cutting through certain difficulties? The supposition is not a violent one, if my own experience may be taken as a criterion. I suppose I may be considered a fair scholar; but in every school I find children whose perceptions appear to be sharper than mine; children who know things that I long to know, and who can do things that I wish I could do. I can't rightly teach such children without cultivating their perceptive faculties, can I? And how am I to cultivate their perceptive faculties? The noble maxim, that *the teacher should commence just where he finds the child*, becomes difficult of application when the child is so far ahead that the teacher cannot find him at all!

I know a trick for shuffling this difficulty out of sight. It is called *Analysis*, and is made prominent in some primary books. We may set a pair of cavalry boots before the child, and say, "Here, my dear, put your feet into these. They are provided by the government, and recommended by the most eminent military men." The child tries, or, more commonly, just pretends to try, year after year, to accomplish the task. When he gets big enough to put the boots on, as some five or ten per cent. of pupils do before they leave school, we may say with pride, "It was our system of education that did that!" And when he shows sense enough to kick the boots off, and to go about the business of life in a rational way—to drop the metaphor—when he throws away his analysis, as a business man must, and solves problems as business men must solve them, we may say, "Behold the glorious results of our common school system!"

The popular style of analysis is well calculated to veil the ignorance of the teacher; and it may have other advantages, though I have never observed them. But the question returns upon us, What is the proper relation of the teacher to the dawning faculties of the child? Shall I say to my pupils: "You are knives, I am a whetstone. When you are men and women, you must be like me, dull, incapable of cutting, and fit only to wear others away," shall I say this? Or shall I say "Anything that you can cut, I can cut better and faster; if you think I can't, try me and see;" would the latter be the better utterance? I will not attempt to decide. But I will confidently affirm that the average teacher who tries to beat every child at the child's own game—reprehensible and unprofitable work being excluded—will find enough to do to keep him busy every day, and all day long.

MURPHYSBORO, ILL., May 15th, 1872.

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### TELL US HOW.

DEAR SCHOOLMASTER:—That little question, "tell us how," seems to be attracting some attention. Your April and May numbers each contain answers to the article printed in the February number. Let the ball roll on. If our schools are not "doing all they can do to make their pupils intelligent men and women, and to fit them for their actual work in life," let us find where the fault lies, and see that it is corrected. We cannot afford to see the schools fail in doing their legitimate work. Give us the best arranged courses of study, and the best methods of teaching them. If some one will show us how the boys and girls in Decatur can be given as good a knowledge of arithmetic in six months, or two years, as they now obtain in six or seven

years, we are ready and willing to hear *and practice* the system. We are not satisfied with our results in the past. Our pupils make wonderful blunders after all our labor and toil. In this connection, Mr. Editor, we would like to ask another question—not for the purpose of calling attention away from the other topic, for, to confess the truth, we are not satisfied with either of the answers given, but because it seems necessary to an intelligent discussion of the subject. *How much arithmetic ought a boy of twelve or fourteen years of age to know in order to fit him for a successful business life?* A writer in the *Nation*, a few weeks since, took the position that there was an immense amount of nonsense in all American arithmetics. He contends that we spend altogether too much time in discussing the theory of numbers, instead of trying to make first-class accountants. This, in his opinion, should be the whole work of the schools. Probably but few teachers would agree to this statement, and yet it is probable that our pupils would be benefited by more of this kind of drill. In answering the above question, we would say that a boy should have a *thorough* practical knowledge of the fundamental rules. Should be able to add, subtract, multiply and divide *rapidly and accurately*. Fractions, including all the usual operations in percentage, should be well understood. The tables in compound numbers ought to be carefully memorized. Then he should understand something of mensuration. He ought to be able to compute the size of a cistern, for instance, that would hold one hundred bbls. This would require a practical knowledge of the extraction of square root. Is this enough? Is it too much arithmetic? Will not some of your correspondents favor us with answers? We want “more light.”

E. A. GASTMAN.

DECATUR, ILL. May 2, 1872.

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The “dialect poetry,” such as has made Bret Harte, John Hay and others so well known, has received considerable attention and comment; it has been made the theme of solemn and labored articles, and of numberless squibs. Among all the articles that we have seen relating to this subject, we think we have seen nothing better than the following “Recipe for a Poem in Dialect,” given by a writer in the *New York Evening Post*:

“Take, for your hero, some thoroughbred scamp,  
 Miner, or pilot, or jockey, or tramp—  
 Gambler (of course) drunkard, bully, and cheat,  
*Facile princeps* in ways of deceit;  
 So fond of ladies he’s given to bigamy  
 (Better, perhaps, if you make it polygamy);  
 Pepper his talk with the vacant slang  
 Culled from the haunts of his pestilent gang;  
 Season with blasphemy, lard him with curses,  
 Serve him up hot in your dialect verses.”

## THE "ADVANCE" AND THE PUBLIC SCHOOLS.

We alluded in the Editorial column of the May SCHOOLMASTER, to the position recently taken by the *Advance*, the organ of the Congregationalist churches, in respect to our public schools. The position was defined in the leading Editorials of two consecutive numbers, issued in April. Below, we give copious extracts from these articles :

"What we want is, such a way out of the perplexity as, if possible, shall run across no man's conscientious convictions. Can that be found? \* \* \* Religion must be mixed with any genuine education, and to exclude it is to render the process imperfect and dangerous, as in such case the exclusion of right ideas will necessarily be attended by the entrance of error. \* \* \* (a) But this religious education cannot be given in the State common schools; and the parents object to being taxed for secular public schools, which they cannot conscientiously use, while they are at the expense of maintaining religious day schools. \* \* \* (b) After bestowing patient thought upon the problem, and being convinced that neither of the views mentioned above will be or ought to be surrendered, we venture to suggest for discussion what appears to us to be the nearest approach to a solution. Our suggestion, tentatively offered, is, to maintain common schools supported by universal taxation; to exclude from them those religious exercises to which objection is raised; to limit the instruction to the merely rudimental branches that may properly occupy the attention of small children from five to ten years of age; and to leave the higher branches (now taught in the upper grades of grammar schools, in high schools, and in State universities) to academies and colleges which shall be supported entirely by private patronage and by religious denominations. \* \* \* The plan recognizes the right and duty of parents and the church, to carry on, at their own expense, the remainder of education, under a system which may introduce the distinctive religious element as completely as shall be desired. \* \* \* Since the modern State can teach and use no religion sufficiently minute and distinctive to suit Christian parents, it should be allowed the charge of education only for a brief space of time, to teach the rudimental branches universally needful. \* \* \* (c) As we address Christian men, we shall reason, without apology or concealment, on Christian principles, in suggesting such changes as shall secure a religious control over the principal part of education. This is emphatically the true "American" system, the system inaugurated by our Pilgrim fathers in the beginning of American history, and imitated in nearly all the States. \* \* \* What is now the condition of things? The once flourishing academies are dead or dying (with a few happy exceptions) even in New England. In their place have come religionless high schools, as part of the system supported at public expense. \* \* \* (d) Belonging to the State, they must be preserved from religious partialities and sectarian use. Hence, religion must be excluded, or be only nominally recognized. \* \* \* (e) Do not the signs of the times point to the necessity of reconsidering our whole system of education in its relation to religion? Can we allow a divorce between the two, without equal damage to both? And can we prevent such a divorce, except by a restriction of the necessary State instruction, on a secular basis, to as few branches of study, and to as few years of a child's life, as possible? These are grave questions, and their proper answer may require a revolution of the present school and university system, at the united demand of all denominations of Christians. Their enlightened conscience requires that education shall not practically be surrendered to secular control, and they deny the right of the State to make its system of instruction so extensive as to cover the whole of education, and to support it at the expense of those who feel religiously bound to provide and use another system. Let those who want a purely secular system, above the rudimental branches, pay for it out of their own funds; and let those who demand a religious education do the same."

We are sorry that space will not allow us to give the whole of these remarkable papers, for we should be glad to lay before our readers, all that this new knight of the "tender conscience" has to say upon this subject. But we believe the above extracts represent him with perfect fairness, and that they show with sufficient clearness, what he proposes, and his avowed reasons for the same. Such ideas are not new; utterances like the above can be found by the folio in the papers of the Romish church; and they have been put forth before by other Protestant sectarians. We had occasion to refer to the same thing, coming from another quarter, in the *SCHOOLMASTER* for last July.

There are two very important things that all these people cannot see,—they cannot see any *religion* in anything that does not bear the stamp of their own sect; and they cannot see that they owe anything in this matter of education, to anybody but those of their own households. We propose now, to examine these articles a little more minutely, to see if we can find out, what may be their real scope and meaning; to aid us in this matter, we have placed letters opposite those statements on which we wish to speak more particularly. If the extract marked (a) has any foundation whatever, it may be stated as follows: *Parents have a right to object to the paying of taxes for the support of any schools to which they cannot conscientiously send their children.* Suppose we grant this, in the case of our Congregationalist editor, who believes in "secular schools for children from five to ten years of age", what is the result? Here comes our Roman Catholic friend who objects to every kind of public school, and for precisely the same reason. By so doing, he occupies ground far more logical than our editor; and the principle once granted, the total overthrow of all public schools is inevitable. Again, if conscientious scruples may relieve one from taxation for public schools, why may not other reasons also? Suppose a parent simply *prefers* a private school for his children, is it not his right? and may not he ask to be excused from the support of public schools with equally good reasons? or, if the citizen has no children, why may he not plead as good ground of excuse? These arguments have been used by aristocrats and childless men, time and again; and we see not why they are not as sound as the argument of our editor. The fallacy, in all these cases, is in the assumption, that no man is responsible for the education of any children but his own.

We think it does not take long, therefore, to see clearly that his "suggestion, tentatively offered" (b) would certainly destroy all kinds of public schools of every grade. But, suppose it were not so,—suppose it were possible to have a system of public schools, such as he would like, what

then? What is to become of those children whose parents are poor or indifferent? are they to have no grammar-school or high-school education? And, again, those parents who are not "religious" after his fashion, might object to giving their children a higher education in his private schools, that should "introduce the distinctive religious element as completely as shall be desired," with quite as much conscience as he has in respect to the "religionless high-school." But where else can they go? Again, suppose those parents who hold his views, should be relieved from the support of public schools, and should send their boys and girls, for a higher education, to such schools as are "sound in the faith." They cannot, of course, find such schools in all cases, at their own doors, as the public grammar-school and high-school are found in all our towns and villages. How, then, will the increased expense of distant boarding schools rest upon persons whose consciences are tender, and whose means at the same time are slender? Besides, will it be no offset to the advantages supposed, that their children, at the tender age of ten years, must go away from home, and out of their parental watch-care, to get an education? Will this open any door for contaminating influences?

We believe we have as much genuine respect for our "Pilgrim fathers" (c) as this editor; but we do not look upon the early Puritans of New England as *perfect* men; and the very head and front of their deficiency was their lack of liberality. But this is the particular point that he holds up for our admiration. He reminds us in this, of a green youth who attempts to become like some great man by copying the only imperfection, he has—a stammer in his speech or a limp in his gait. He looks back longingly to the state of affairs under those old Puritans; perhaps he sighs for the position of "Stated Minister" over one of those old parishes, with the power to take the only cow of the poor dissenter to pay the tithes of the minister.

At least, he shows very clearly what his idea of "religion" is when he says, (d) "They must be preserved from religious *partialities and sectarian use*. Hence, religion must be excluded, or be only nominally recognized." Of course, we do not hold the large and very respectable denomination to which he belongs responsible for his narrow views and illiberal utterances; but we barely suggest, without making any charge for our trouble, and perfectly aware that it is none of our business, that the time may not be far off when that denomination will conclude that it is best to have another man at the "crank of their *Organ*."

As to his suggested "necessity of reconsidering our whole system of education in its relation to religion," (e) we do not fear it. The dangers that threaten our public schools in such a way as to justify any alarm among

their friends are not of this kind. They lie in the schools themselves, and the quality of the work that they do. Extravagant outlay for school buildings, and imperfect work done within them, may well cause us to be thoughtful and on our guard. But we need fear but little from ecclesiastical attacks, whatever the camp from which they come. We would remind these gentlemen, of Bunyan's "Giant Pope" impotently biting his finger-nails at the pilgrims; and we desire to add our opinion that "Giant Pope" does not always wear the tiara. We are convinced that this American people fully and heartily believe in the necessity and utility of public free schools—schools for *all* the people, rich and poor, religious and irreligious alike—schools in which the lowliest boy and girl may thoroughly fit themselves for *any* position in this free land. And they are not going to yield these schools out of regard to Jesuitical whine or priestly threat. They mean, in them, to lay a broad foundation for good citizenship, pure morality and true religion.

Still, owing to the prevalence of more liberal principles than our opponents advocate, if any man's conscience forbids his sending his child to the public school, or if his aristocratic proclivities urge him to the same course, or if, for any other cause, he chooses to educate him elsewhere, he may do so. To any such, the people will say, "Go on; build your denominational college or academy, your seminary or your church school, your monastery or your nunnery, and support and patronize them, if you like; but the public schools will be kept up in their full efficiency, and we propose every year to put our hands into your pockets and make you assist to pay for them; and now, what are you going to do about it?"

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### *A NATIONAL UNIVERSITY.*

It may seem that a discussion in our columns of the question of a national university is a little anticipatory; yet we imagine that the time is not far distant when the subject will be presented to the people in a more tangible form, destined to provoke a thorough canvassing of the matter. There are indications that the friends of the project will soon bring a bill before congress, for the purpose of establishing such an institution. It certainly concerns the existing colleges, whether a national university would be compatible with their interests or not. The questions which most naturally present themselves to us, are these: "Are there not enough colleges now, and is there a demand for a national university?" We have enough of the smaller colleges such as they are, and of late they have been multiplying

greatly, especially in the West. Statistics show there are now 319 Protestant collegiate institutions in the United States, and these without doubt, possess facilities for accommodating twice their present numbers. Would it not then be the height of folly, in the face of such facts, for the government to establish a university, similar in character to our present institutions? Not that the project would fail—for with the substantial aid of the government, how could it but succeed—but the government would enter upon a competition which would only tend to crush all like institutions, by no means an honorable attitude for a great nation. Our existing colleges and universities do what they are called to do, well. However, there is a demand for a higher education than can be obtained here. A large class of persons, after graduating from our American colleges, resort to the English or German universities to perfect themselves in any particular branch. An excellence and finish is sought, which they cannot obtain here. We virtually turn them away from us, bidding them seek farther improvement elsewhere. We justly boast of our common school system, and have reason to be proud of the general intelligence of the people, and yet it remains to take one step more, and offer as good, if not better, facilities for an elaborate education than even England or Germany gives. Many of our great scientific men stand in the front rank, and we should be loath to acknowledge ourselves to inferior in talent. It then will be a praiseworthy act for the government to establish a national university, which at first will need its generous support to insure its success. Its growth may be slow, but on that account none the less hardy and vigorous, while the power and influence of such an institution can hardly be appreciated.—*Vidette.*

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### ***EDITOR'S DEPARTMENT.***

In these days, when so much is said in favor of "practical" things—meaning by that only those things which produce immediate bread and butter—it is well to reflect occasionally on statements like the following, from the *Nation*; they contain truths that must not be forgotten.

Mr. Garfield or our correspondent might to-day have been a hind in a leather jerkin, with his owner's collar round his neck, if a thousand years ago certain non-producers, in cells and other idling places, had not been trifling with astronomy, the magnet, explosive powders, and other rubbish, instead of eating their honest blood-puddings, like sensible men, and herding pigs or owning them. Our correspondent must restrain wicked feelings towards the savans, and recollect that he can send a message to London and get a reply in ten minutes instead of twenty days, because some time since a few idle people, who should have been making indexes and so on, employed themselves in finding out how many different things would attract bits of paper, lint and the like. In a sense, we "hitch our wagon to a star" fully as often as the transcendentalist could desire.



We take the following extract from the editorial columns of one of the leading denominational newspapers of the day. How does it look in contrast with the Jesuitical utterances of the *Chicago Advance*, to which we have been calling the attention of our readers? Which of these two papers most truly represents the position of the liberal, intelligent, patriotic, magnanimous, Christian men of all denominations? Which editor has his face towards the bright future, and which is *Advancing*, with his scowling countenance directed towards the "dark ages?"

THE QUESTION OF THE AGE.—A republic is possible and desirable only as the sovereign people are intelligent and virtuous. This is almost trite, it is so true. Ignorance is the handmaid of vice, and both are the ready servants of demagogues. Put the following facts together: (1) that, as shown by the commissioner of education, four-fifths of the criminals of New England have had no available education, and ninety five per cent. of our juvenile offenders are from ignorant, idle and vicious homes, (2) that one quarter of the entire population of the United States, over ten years of age, can neither read nor write! They mean trouble ahead. And yet not wholly ahead, for we have already seen the mightiest city on our continent ruled, year after year, by its ignorant population, for the sole purpose of plunder. But we rejoice to know that the great American "heart is fixed" in this matter. No machination of foreign priests, and no unwillingness on the part of foreign or native parents, can long avail against its purpose to fit its new generations to become safe and virtuous citizens.

In England the people are demanding universal education; but they equally demand that this education shall not be in the interests of a single sect; and, so much of the old Puritan spirit is up, they are ready to hazard, by their demand, the existence of the liberal government which they had themselves created. Every Catholic country in Europe is divided into two great camps, the one contending for educational reforms, the other exerting itself to keep the people just where they have always been kept where Popery has had absolute sway.

In Germany, partly Protestant and partly Catholic, and the latter backed up in their notions of sectarian education by many of the church and State Protestants, the old ecclesiastical control of the public schools has been wholly abolished, Bismarck having at length triumphed over the papal party in the government. We shall have, by-and-by, throughout Christendom, a free school and a free church in a free State. We don't expect that this will be the millennium, but we do expect that universal education alone will reduce the vice and misery of the world one-half at least. Only let the church keep up with the school, and there is no telling how near another century may bring us to what shall be a very blessed earnest of the glory of the latter day.  
— *Watchman and Reflector*.

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There seems to be the beginning of a serious uprising among the common farm-laborers of England, and the testimony adduced shows that there is ample cause for it. Think of the sum-total of a laboring man's wages for an entire year as scarcely \$200, a diet in which meat is unknown except at rare intervals, a prospect of nothing better even in the best of circumstances, while, if sickness or disaster comes, the poor-house is the certain goal for himself and family! Many of these poor people will seek an escape from their present deplorable condition by emigration to America and to the Colonies; and just now many special efforts are made to induce and aid the emigration of this class. But it can hardly fail that the present excitement will go on until this class shall wring from their masters, however unwillingly, a better state of things than exists at present. The social problems of England may well make her far seeing men, like Mr. Thomas Hughes, for instance, regard her future with doubt and foreboding.

In the *New Englander* for April, Pres. Chapin has a long article on Beloit College, from which the following is an extract:

During these twenty-five years, public school systems of a high order have been established in each of the two States. These are doing much to promote general intelligence. The friends of the college have been foremost in helping on this movement, and none rejoice more heartily than they in the results. Yet it must be confessed that not much aid comes from this quarter to further the direct object of the college. So much are the teachers of all grades, even those in the high schools, under the general influences first referred to, that in very many cases a boy's thought and desire for a collegiate education would be repressed rather than encouraged. Through the thoughtful and timely suggestions of teachers, hundreds of bright, active minds might be induced to seek that liberal culture which would expand and enrich their own souls and send into society trained leaders, whose influence would leaven the mass with elevating and refining elements.

This extract suggests to us some thoughts on these points, which we should be glad to elaborate more fully than present space will permit. It seems there are gentlemen connected even with the denominational colleges who can "rejoice in the results" of the *wicked* high schools; the editor of the *Advance* must see that his paper is circulated among those benighted brethren. It is true that our high school teachers do not always do all they might to awaken a desire for higher education among their better pupils; the high school, however good, can hardly furnish all that is included in a truly liberal culture. If our colleges would draw to themselves earnest seekers after a higher culture,—and we sincerely wish they may,—they must do two things—they must insist that their pupils come well prepared in the common branches, and they must cease to do the work of grammar schools, and devote their strength to the imparting of a culture that is truly *higher*.

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The following extract from the *Nation* contains food for thought on the part of those who seem to believe that the only thing necessary to transform all our workmen into students and philosophers, is more leisure.

The adoption of the eight-hour rule by the Government in its arsenals and workshops has made it almost impossible for private employers to resist a similar demand, and the strike of carpenters, painters, and others in the city, which occurs regularly every year, has this year met with prompter and more complete success than ever before. It is interesting, therefore, to read the report of the Commandant of the Springfield Armory and of the Rock Island Arsenal, upon the working of the Eight-Hour Law, which the Secretary of War has just transmitted to Congress. The Rock Island report says it has proved in practice that it was a mistake to suppose, as was maintained, that the men would do as much work in eight hours as in ten. They have not done so. Moreover, they have not turned their leisure time to good account, in "reading and study," as was expected. The carpenters and mechanics have done so to some extent, but the masons and stone-cutters have hardly done so at all; and to the laborers the increased leisure has been a positive injury, as they spend it in carousing and other mischief. The Springfield Commandant reports a "saving" in gas and coal, through the law, of about \$2,000 a year, but can say little about the comparative amount of work done under the two systems, owing to the frequent changes in its character, as many as sixteen different kinds of breech-loaders having been put into the men's hands since the change. In short, it seems, as might have been expected, that the advantage of leisure to a man depends on the extent to which education has prepared him for its use. It is safe to say, that to nine out of ten ignorant laborers two hours' diminution in their day's labor would prove an unmitigated curse, and bring them nothing but more

drink and gambling and fighting. The natural man does not, as our sentimental friends would have us believe, leng for Plato, or even for Dickens, as soon as he lays down the spade or axe. You have to get him ready by an artificial process, even for harmless repose.

It is a custom among a class of journalists to decry, belittle and sneer at the pedagogue. Teachers will do well to inquire the *why?* of these attacks, and see if the fault is not within the profession itself. Schoolmasters ought to be very much like other men in appearance, conversation and decorum. The following extract describes what, we suppose, is in the mind's eye of writers mentioned:

"The schoolmaster should be one who can enjoy a chat with a man who always talks of women as females, and of a man as an individual; with whom things are never like, but similar; who never begins a thing, but always commences it; who does not choose, but elects; who does not help, but facilitates; who does not supply but caters; nor buy, but always purchases; who calls a beggar a mendicant; with whom a servant is always a domestic, where he is not a menial; who does not say anything, but states it; and does not end, but terminates it; who calls a house a residence, at which he does not live, but resides; with whom a place is a locality, and things do not happen, but transpire."

Will our critical friends look about them, and see if among the list of their pedagogical acquaintances, many can not be found—yes a large majority—who do not at all answer to the above; who are not pedantic, egotistic, overbearing or despotic. The fact is, we know of one editor of a daily paper in Illinois, who carries pedantry enough with him to furnish a register of schoolmasters.

The change in the school law of Illinois compels, on the part of county superintendents, additional requirements before a teacher's certificate can be granted. It therefore behooves all who expect to teach in Illinois to prepare themselves for the new departments of examination. Any diligent reader of the SCHOOLMASTER during the present year has already acquired sufficient information from the articles on Zoology to secure a certificate to teach, so far as the law relates to Natural History. The same is true in Botany. We have been told, within three weeks, by an eminent botanist, that any person who knew *all* that was stated in the SCHOOLMASTER's two recent articles on Botany, by Dr. J. A. Sewall, was entitled to a certificate to teach the district school. We shall take measures to keep our subscribers well informed, so that none can fail to be well up in these new requirements. It is the aim of this journal to be useful, readable and successful.

#### QUERIES.

A correspondent asks where our *Antipodes* are found. They are found in longitude 180° from us, and as far south of the equator as we are north of it. This would place them in the southern part of the Indian ocean.

Another asks a solution of the following problem: When A was born, C was  $5\frac{1}{2}$  times as old as B; now, C is as old as A and B both; furthermore, if B were 4 years older, A would be  $\frac{3}{4}$  as old as B. What is the age of each? Who of our correspondents will send us a *brief, clear, arithmetical* solution?

We are glad to receive these queries; we stand ready to help our friends who are laboring in country schools, to the extent of our ability; we conceive this to be an important part of the SCHOOLMASTER's mission.

# EDUCATIONAL INTELLIGENCE.

## REPORT OF ATTENDANCE FOR APRIL, 1872

	No Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
St. Louis.....	25,720	50	22,274	20,651	93	7,114	.....	W. T. Harris.
Cincinnati, O.....	27,071	25	20,930	19,798	94	6,739	.....	John Hancock.
Chicago, Ill.....	26,549	15	24,843	23,559	94-8	.....	.....	J. L. Pickard.
Indianapolis, Ind.....	4,964	20	4,423	4,118	93-1	750	2,187	A. C. Shortridge.
Evansville, Ind.....	4,112	20	3,243	3,016	91-9	865	248	Alex. M. Gow.
Bloomington, Ill.....	.....	.....	.....	.....	.....	.....	.....	S. M. Etter.
Dubuque, Iowa.....	.....	.....	.....	.....	.....	.....	.....	Thos. Hardie, Sec'y.
Terre Haute, Ind.....	2,355	20	2,189	2,043	93-3	968	646	Wm. H. Wiley.
Peoria, Ill.....	2,348	20	2,082	1,950	93-6	230	.....	J. E. Dow.
Aurora, Ill.....	1,465	20	1,345	1,252	93	103	453	W. B. Powell.
Danville, Ill.....	958	15	829	752	90	202	277	J. G. Shedd.
Decatur, Ill.....	.....	.....	.....	.....	.....	.....	.....	E. A. Gastman.
West and South } Rockford, Ill, }	1,145	20	1,086	1,015	93	148	347	J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	1,014	17	931	882	94	323	385	E. A. Haight.
Cedar Rapids, Iowa.....	800	20	736	684	92-9	95	242	J. E. Harlan.
Lincoln, Ill.....	1,074	19	670	601	91	228	328	Israel Wilkinson.
Moline, Ill.....	568	17	554	500	92	69	197	W. H. Russell.
Pekin, Ill.....	.....	.....	.....	.....	.....	.....	.....	Geo. Colvin.
Ottumwa, Iowa.....	701	20	587	557	95	118	135	L. M. Hastings.
Marnsalltown, Iowa.....	697	20	533	506	94-8	28	299	Chas. Robinson.
LaSalle, Ill.....	600	22	575	524	91-1	210	167	W. D. Hall.
Princeton, Ill.....	630	20	506	575	96-5	65	304	C. P. Snow.
Geneseo, Ill.....	555	20	514	495	96-3	250	292	S. W. Maltbie.
Dixon, Ill.....	532	20	493	448	91	297	120	E. C. Smith.
Macomb, Ill.....	645	20	608	583	96	84	357	M. Andrews.
Clinton, Ill.....	469	20	419	387	92-3	20	171	S. M. Heslet.
Polo, Ill.....	451	20	430	399	93	75	119	J. H. Freeman.
Shelbyville, Ill.....	447	20	411	383	87	163	145	Jephthah Hobbs.
Marengo, Iowa.....	409	.....	380	.....	94-1	84	.....	C. P. Rogers.
Urbana, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. W. Hays.
Sterling, Ill.....	.....	.....	.....	.....	.....	.....	.....	H. P. French.
Normal, Ill.....	334	20	311	302	97	71	178	Aaron Gove.
Mattoon, Ill.....	380	18	327	307	94	157	105	J. H. Thompson.
Mendota, Ill.....	345	22	315	289	92	19	130	J. R. McGregor.
Sigourney, Iowa.....	.....	.....	.....	.....	.....	.....	.....	A. Updegraff.
Henry, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. S. McClung.
Indianola, Iowa.....	.....	.....	.....	.....	.....	.....	.....	W. J. Shoup.
Lexington, Ill.....	.....	.....	.....	.....	.....	.....	.....	Daniel J. Poor.
Belvidere, Ill.....	258	17	248	232	93	22	126	H. J. Sherrill.
Toledo, Iowa.....	239	20	223	220	94-8	41	89	A. H. Sterrett.
Shelfield, Ill.....	245	22	222	189	86	71	48	J. A. Mercer.
Shawneetown, Ill.....	207	20	185	162	88	379	21	Jas. M. Carter.
Yates City, Ill.....	149	21	144	137	95	44	57	A. C. Bloomer.
North Dixon, Ill.....	.....	.....	.....	.....	.....	.....	.....	Jno. V. Thomas.
Rantoul, Ill.....	.....	.....	.....	.....	.....	.....	.....	W. H. Richardson.
Lyndon, Ill.....	117	17	104	92	88	51	29	O. M. Crsry.
Maroa, Ill.....	147	17	137	124	90-9	46	53	Ed. Philbrook.
Creston, Ill.....	101	17	99	92	95	.....	61	P. R. Walker.
Atlanta.....	490	20	276	263	95-3	43	131	R. H. Frost.
De Kalb, Ill.....	231	22	212	196	92	39	50	E. S. Dunbar.

CHICAGO.—The summer term of our schools opened very pleasantly. The number of applicants for seats was unusually large. A very considerable portion of the new-comers are from the country towns of this and neighboring States, with not a few from the Eastern and Middle States. They are the children of laborers and mechanics who have rallied around us for the rebuilding of Chicago. But it cannot be denied

that the great body of our recruits is composed of those well-starved little ones who are "just six years old" on the morning of the first day of the first week of the first month in the summer term. How the parental sibyls and astrologers manage the horoscope of nativity so as to bring together so many children of the same age, it would puzzle the astronomer of the *Chicago Tribune* to determine; but certain it is that on the second Monday in May, 1872, the principals of schools in Chicago voted unanimously "that six years ago was a very good year for children." It puzzles our school-masters to dispose of the charming little candidates; but, being patriotic men, they rejoice in the development of the country which the army of six-year-olds promises.

But, to a philanthropist, it is sad to notice the great number of pupils that leave the higher grades at this time, to engage in some toilsome employment for nominal pay. They are urged to this step by their own impatience to be independent, and, too often, by the avarice of parents who, for the sake of trifling sums of money, voluntarily consign their children to a lower mental, moral and social condition in life. In view of the myriads of children thus given up to the Moloch of ignorance, vice and vulgarity, methinks it would be well to unite the prayers of the faithful in one grand petition, beseeching Providence to be more circumspect in selecting those to whom children are given.

One word more about the new scholars. Nothing raises the graded system in one's estimation so much as observing the results of ungraded schools. A child from a school not graded will read well in the fourth reader and answer questions in mental arithmetic quite readily, and yet be unable to write. Another from a similar school will read and write well, but be totally ignorant of numbers, failing to answer such questions as 7 and 4? or 3 times 5? A youth who had been "through the book," could not solve a problem beyond short division. He knew the several principles "real well" when he went over them, but they were like last year's clouds to him now. He never had had any examples except those in his text-book, and them he had been allowed to perform with the rule before his eyes.

At the meeting of the Board of Education, May 7, the Analytical Intermediate Reader was adopted for use in the fifth and fourth grades. It is thought that it will exactly fit and be thoroughly available. The study of botany was commenced in the fifth grade at the beginning of this term. It will be pursued in connection with Miss Youmans' Botany, a very ingenious and useful little book.

On May 10, Sup't Pickard called the teachers of the ninth grade together, and gave them several illustrative exercises, showing them how to secure promptness and attention on the part of their pupils, and economize their own voice and strength. Mr. Pickard is right in maintaining that teachers frequently talk too much; and he is inexhaustible in expedients whereby the teacher, pointer in hand, can indicate various combinations of numbers, from columns of figures, with proper signs, previously arranged on the black-board. On May 17, his instructions to the second-grade teachers were not less interesting and instructive.

At the meeting of the Principals' Association, on May 18, the question for discussion was, "Is it best to mark the daily recitations of pupils?" the discussion of which was continued from the meeting of the association in April.

The points made so far are substantially as follows:

In favor of marking—1. That it is an incentive needed by the mind of the child; 2. That, being immediate, it is a more grateful and appreciable reward than the remote, future results of good scholarship and habits of diligence; 3. That it cultivates the desire to gain honorable distinction among our fellow men; 4. That it rewards a species of talent which is not always recognized in the results of written examinations—viz., the ability to prepare for a particular occasion; 5. That the average of daily marks is a fair index of scholarship.

Against marking—1. That it is an artificial, unworthy, and hence, improper incentive to study; 2. That requiring the teacher to express numerically the value of each recitation hampers him and interferes with a full development of the subject under consideration; 3. That, in as much as pupils, high in daily recitation, are often low in review examinations, therefore, the daily marks are not an index of sound, available scholarship; 4. That the mechanical task of recording numerous marks is cramping

and burdensome to the teacher; 5. That, to be just in marking, the teacher can call for only what the text-book contains; and that broad, liberal culture is thereby made impossible.

Respecting the case as stated above we merely say: "You furnish a cash equivalent and make an optional selection!"

In the spring examination, the Superintendent devised an ingenious scale to indicate the results. In the first grade, 50 denoted perfect accuracy; 20, perfection in penmanship; 15, perfect in spelling; and 15, perfection in general appearance of papers; making 100 when combined.

In the third grade, 66 $\frac{2}{3}$  indicated perfect answers; 20 perfect Penmanship and 13 $\frac{1}{3}$  perfect appearance. The relative values were thereby admirably represented.

The results of the examination showed remarkable uniformity in the standing of the several schools; the figures varying on account of length of time in the grade, and such accidents, rather than through a difference in the quality of the instruction given. The lately-adopted Revised Course of Instruction will soon be out.

Temporary quarters for the children of the Kinzie district were secured in the Mission Chapel of Mr. D. L. Moody, and a school of 1,000 pupils was opened there on the first day of the term. The school is in charge of Mr. James Hannan, late of the editorial staff of the *Evening Post*. Upon laying down the editorial quill and resuming the teacher's *baton*, Mr. Hannan is said to have given utterance to his feelings in the following jubilant strain:

"To pedagogic rule restored,  
I reign in Brother Moody's Church!  
'The pen is mightier than the sword;'  
But both are beaten by the birch."

*Cook County.*—The annual convention of the Cook County Teachers' Institute met at Oak Park, on Wednesday forenoon, the 1st instant, at 10 o'clock, and continued in session three days, Albert G. Lane, county superintendent of schools, in chair. There were 150 members present. The programme was admirably arranged, and a deep interest manifested on the part of the teachers, who had gathered from near and far to discuss and compare the best methods of instruction now in use. Time and space forbid a special mention of all the exercises, though of a most interesting character.

The different modes of imparting knowledge were carefully presented by some of the leading teachers of the county, among whom were W. S. Lasher, W. Wilkie, Miss Hale and others. Miss Hale read an ably written paper on oral grammar, a subject with which she has evidently formed an intimate acquaintance. This was followed by remarks from Mr. Wilkie on the advantages of graded grammar, the classification of which was illustrated by diagrams on black-board. Grading of arithmetic and geography was strongly urged by Charles Raymond, B. L. Dodge and others. The lectures before the institute have been highly entertaining.

The lecture of Mr. Mahony, principal of Wells School, Chicago, on "Secular Inquiry," was a masterly effort, evincing profound thought, deep research in mythology, history and the arts. His analysis of secular innovation or inquiry was close and concise. It was rendered with consummate skill, and sandwiched with humorous illustrations.

In closing the exercises, Mr. Lane read a few extracts from the new school law, and gave the results of examinations of graded schools.

The institute adjourned at 10 o'clock last night, after spending the evening in a social way with the friends in Oak Park, who have manifested much pleasure in having so large a gathering of the educators of the county in their thriving town, and who have most generously thrown open their doors to all who chose to enter.

The county superintendent is making an effort to have a graded system in his county, especially in the village schools. Examinations have already been held; the questions were prepared by the superintendent, and results returned to him. Women who have been successful in teaching, readily command fifty and sixty dollars per month, while the average price paid women throughout the county is \$45.

*State Teachers' Institute.*—A law passed at the last session of the Illinois Legislature, and which takes effect July 1, 1872, requires, that thereafter, "teachers shall be examined in the elements of Natural Science, Physiology and Laws of Health, in addition to the branches heretofore required by law." In view of this fact, and prompted to such action by Superintendent Bateman, the Faculty of the Normal University, late in April, passed the following Resolutions:

"*Resolved*, that in accordance with the suggestion of Superintendent Bateman, we will make arrangements to hold a session of three weeks, in August, next, for the special purpose of giving instruction in subjects of Natural Science, to fit school teachers and officers to meet the demands of the new law; a fee of three dollars shall be charged, to defray the expenses of the same.

"*Resolved*, that we invite the Executive Committee of the State Teachers' Institute, to unite, in a common programme the work of the institute with the work we now propose."

Every member of this committee having at this date approved the union proposed, the institute will meet, as before announced, on Tuesday, August 13, the session to continue, however, three weeks instead of two. The special work in Natural Science and Physiology will be added to such work as is usually done at our institutes. Two or three hours will be devoted, in the High School section, to illustrations in teaching the classics; and Mental Philosophy and Penmanship will receive attention.

The increased correspondence made necessary by this blending of the two projects has made it impossible to publish the programme as promised. A full programme will appear in the July number.

THOMAS METCALF, Chairman Ex. Com.

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## ILLINOIS NORMAL.

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April 13. The exercises before recess were, Instrumental music, an essay "Power of Expression," by Miss Emma Gladding, which was very highly commended by the critic; oration, "Education in the West," by Mr. Livingston. The greatest attraction on the programme was the reading of the "Once in Awhile," a literary periodical, edited by Frank Richey and Jim Hovey. This paper was commenced last term by these boys "as a kind of spur to action" to the "Garland." The latter has had the last say and anxiously awaits the next issue of the "Once in Awhile." The retiring President, N. B. Reed, made a few appropriate remarks and introduced the President elect, Lousie Ray, who greeted the society with an enthusiastic appeal for workers during the present term. Irregular business was followed by instrumental music, by the band. After recess a vocal solo and chorus. Reading of selections from "Widow Bedott," by Miss Town, and illustrations in tableaux, were very amusing, giving the society a peep at the domestic relations of the old lady. An essay, by Alice Phillips; vocal duet, by Misses Brown and Stroud. Critic, President Edwards. April 20. As usual the hall was crowded before the time of beginning. The first exercise, a song, "Little dimpled Hands," by Hattie Follett, was well rendered; we hope to hear from Hattie again. An essay, "Now that I have a cow and a sheep everybody speaks to me," by Miss Furry. The society was much amused when the critic, in his report, said "he did not recognize the lady who read the essay, &c.," although she is a member of the senior class. Selected reading, "Birthday Gifts," by Amelia Kellogg; Essay, "Some of the causes of failure among Teachers," Mr. Stickney showed that he had given the subject long and careful thought. Irregular business and recess were followed by a solo and chorus, "Passing through the Fire," by Misses Ford and Town and Messrs. Rew and Smith. Debate, Res., "That the U. S. should not grant Universal Amnesty to all political offenders," Aff. F. B. Tait and A. D. Beckhart; Neg. Ed. James and L. Johnston. Decision in favor of the aff. Prof. Stetson critic. April 27. An essay, "Failures and Successes," by Mr. Peddicord; selected reading, "The American Forest Girl," by Miss Prescott. The society next listened to a lecture by the Rev. Mr. Leonard, subject,

"Some queer things about the Japs." Quartette by Misses Corwine and Town and Messrs. Conrad and Church. After recess Miss Hunter read an essay, "Causes of Degeneration." At last the long-looked-for, and anxiously expected exercise, the reading of "The Ladies Garland," by Misses Rand and Pennell, was called by the President. The assertion in the last issue of the "Once in Awhile" that the Garland "had smole its last smile" proved untrue; up boys and at 'em again. Instrumental music by Messrs. Chambers, Shannon and Healy. Critic, Prof. Cook. May 4. An essay, "Impressions," by George Blount, showed that the writer had made careful preparation. A dialogue, by George Lecrone and Nicholas Edwards, "The Rival Orators; Demos. or Cic., had they been present, might have profited by this lesson in oratory. A vocal solo, by Ida Cook. After irregular business, an instrumental solo by Miss Ware. Essay, "Prisons necessary to civilized life," by Miss White. Debate: Res. "That the ends of justice are better met by trial by jury than judge;" Aff., M. H. Brand and Frank W. Hullinger; Neg., J. B. Stoutemyer and J. L. Hartwell; all the boys showed by their works that they had burned some midnight oil on the subject; decision in favor of the negative. Ben. Hunter then told the society what and whom he saw in Cincinnati, and how many there were of them. Critic, Prof. Coy. J. M. GREELEY.

Phil. Reporter.

Resolutions passed on the death of Mr. Kimlin, a former student, by the Philadelphian Society:

WHEREAS, our Great Father, in his wisdom, has called from earthly conflicts our friend and former Philadelphian brother Mr. Samuel Kimlin, therefore

*Resolved*, That we recognize in his departure, the absence of one whom we held in high esteem, and who gave promise of great success in life.

*Resolved*, That a copy of these resolutions be sent to his friends, and also that they be published in the SCHOOLMASTER.

Committee: { J. H. STICKNEY,  
GEORGE BLOUNT,  
CLARA S. GASTON,

PHILADELPHIAN SOCIETY,  
Normal, Illinois.

April 22, 1872.

### CIRCULAR.

DEPARTMENT OF PUBLIC INSTRUCTION.

SUPERINTENDENT'S OFFICE.

SPRINGFIELD, ILL., April 27, 1872. }

Section 71 of the "act to establish and maintain a system of free schools," approved April 1, 1872, provides that "county superintendents of schools shall hereafter receive, in full for all services performed by them, such compensation as is or may be fixed by law."

Section 13 of the general fees and salaries act, approved March 29, 1872, provides "that for the purpose of fixing the fees and compensation of county and township officers in this State, the several counties therein are hereby divided into three classes according to population, as ascertained by the federal census of the year eighteen hundred and seventy, which classes shall be known as the first, second and third." The counties belonging to each class are enumerated in the same section of said act, but it is enough for the purpose of the present inquiry to state, that all the counties in the State but one, (Cook,) are included in the *first* and *second* classes.

Section 27 of the same act, (in regard to fees and salaries,) provides that:

"The fees of county superintendents of schools shall be as follows: Three per cent. commission upon the amount of sales of school lands, or of sales of land upon mortgage, or sales of real estate taken for debt, including all services connected therewith; two per cent. commission upon all sums distributed, paid or loaned out by them for the support of schools. For all other duties required by law to be performed by them, for such number of days as may be designated by the *county board*, in counties of the *first* and *second* class, the sum of four dollars per day; in counties of the third class,



(Cook,) the county superintendent of schools shall be paid eight dollars per day: *Provided*, that the entire compensation received by him shall not exceed the sum of three thousand dollars per annum."

The question arises, do these new provisions in regard to the compensation of county superintendents of schools take effect July 1, 1872, and apply to the present incumbents, during their present term of office?

The Attorney General of the State has answered this question in the *negative*. He holds that these provisions, which materially reduce the pay of county superintendents of schools, cannot be construed as applying to those who were in office at the time of the first meeting of the twenty-seventh general assembly, but that said provisions will take effect and be in force from and after the next regular election of county superintendents of schools, which occurs in November, 1873, and that the present incumbents will continue to perform the duties and receive therefor the compensation now allowed by general law, during their present term of office.

The official relations of the Attorney General to the State officers, in questions of law, would justify the promulgation of the foregoing opinion for the information and guidance of all concerned, without note or comment. But it may be worth while to mention two or three confirmatory points. The ruling of the Attorney General is clearly sustained by the following considerations, among others:

1. The State constitution, Art. 10, Sec. 11, provides that "the compensation herein provided for shall apply only to officers *hereafter elected*, but all fees established by *special* laws shall cease at the adoption of this constitution, and such officers shall receive only such fees as are provided by *general* law."

The only general laws fixing the compensation of county superintendents of schools, in force at the adoption of the new constitution, were the act entitled "an act to establish and maintain a system of free schools," approved February 16, 1865; and the act amendatory thereof, approved February 28, 1867. The 71st section of the former act, as amended by the first section of the latter, fixes the compensation of county superintendents at five dollars per day, for services actually rendered; in addition to commissions of three per cent. on land sales, and two per cent. on all sums distributed, paid or loaned out by them for the support of schools. County superintendents of schools may, therefore, continue to work and receive pay under this general law, and no other, until the expiration of their present term of service.

2. The State constitution also provides, in Art. 10, Sec. 12, that "all laws fixing the fees of State, county and township officers, shall terminate with the terms, respectively, of those who may be in office at the meeting of the first general assembly after the adoption of this constitution."

The county superintendents of schools now in office were elected in November, 1869, to serve four years, and were of course in office at the time of the meeting of the first general assembly after the adoption of the constitution, January, 1871. The term of the superintendents elected November, 1869, will terminate November, 1873, and till then, by the express provisions of the constitution, the provisions of existing general laws (already referred to) fixing their compensation, will remain in force; at which time said provisions of said laws will terminate and cease, and not before.

3. To the same effect are the provisions of the first and sixth sections of the schedule of the constitution.

4. Again: By the 20th section of the new school law, county superintendents are to visit schools "if so directed by the *county board*;" and by the 27th section of the fees and salaries law, "the *county board*" is to designate the number of days' service for which superintendents shall receive the sum of four dollars per day. But by the sixth section of the 10th article of the constitution, there will be no "county board," in counties not under township organization, until "the first election of county judges under this constitution." The first election of county judges under the new constitution will not take place until November, 1873, when the first "county boards" will be elected. Hence, in more than one-third of the counties of the State, those provisions of the new school law, and of the fees and salaries law, cannot be carried out till November, 1873, for the reason that till then the designated officers will not be in existence. Is it to be supposed that between July 1, 1872, and November, 1873, a period

of sixteen months, some of the county superintendents of schools are to be paid under the new law, while others are paid under the old?

5. Further: The principle of the constitution, that its provisions in respect to compensation of officers are not to apply to those in office at the time of its adoption, is repeatedly recognized in the acts of the recent legislature. That principle is expressly applied to the present auditor and secretary of State, in the second section of the fees and salaries act, while the last section of said act declares that its provisions "shall not apply to county officers in office at the time of the first meeting of the twenty-seventh general assembly."

6. I will only add that the chairman of the House Committee on Education, Hon. J. R. Miller, informs me that it was distinctly understood by the committee, in all their deliberations respecting the county superintendency, that the present incumbents would continue to work and receive the compensation now allowed by law, during their present term of office; that he had so replied to all inquiries on the subject, during the progress of the bill through the Committee and House; that it was freely conceded that good faith towards those who were elected in 1869, expecting to receive the compensation then allowed by law, required that the new provisions in relation thereto should not take effect till the election of their successors in office, in 1873, and that no other construction should be put on the act.

In accordance, therefore, with the official opinion of the Attorney General on the case, supported as it is by the obvious meaning and purpose of the constitution, by the conditions expressed in the fees and salaries act, and by the known intention of the legislature, county superintendents elected in 1869 and now in office, will continue to perform the services and receive the compensation prescribed and allowed by the laws in force at the time of their said election, until the expiration of their present term of office.

NEWTON BATEMAN,  
Sup't of Pub. Inst.

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## **BOOK TABLE.**

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*Normal Debater.* By O. P. KINSEY. J. HOLBROOK & Co., publishers, Cincinnati.

The demand of our schools for a work comprising the plain, concise and comprehensive rules of debate, as well as the principles of parliamentary custom, has been admirably met in this little work, which should be in the hands of every student, and *must* find its way into every school-room. Students, as a class, are deplorably ignorant of the rules governing public assemblies, and this, we believe, is owing, chiefly, to the want of a suitable text-book upon the subject. The *Normal Debater* supplies fully this demand, and will be welcomed by those in pursuit of knowledge upon the subject.

*School History of the United States.* By W. H. Venable. WILSON, HINKLE & Co., Cincinnati.

Not less than four of our leading publishing houses have produced school text-books on United States History within a very brief period. We are glad to note this fact for two reasons; it seems to us that it indicates an increase of attention to this important and neglected study, and it can hardly fail that great improvements will be made in text-books where the rivalry is so great; we may truly say that great improvement has been made. This last claimant for popular favor is a book of 247 pp., besides an appendix;—retail price, \$1.25. The author says in his preface, "Brevity is secured, not by shortening sentences to the last degree, but by rejecting comparatively unimportant matter. The tree has been pruned, but its outline remains unchanged." We have read the book through, and we think he has made his words good; we miss several things that we have been accustomed to see in school histories; but the story is certainly told in a manner that can hardly be called *dry*, even by the most captious critic. We have learned to be wary of speaking too highly of a book till we have subjected it to the test of the class-room; but we are free to say that this book pleases us, and we be-

lieve good work can be done with it. We note the following points as worthy of praise. The style is entertaining. Many of the illustrations are good and instructive. The maps are pretty; and, so far as we have observed, they are accurate. Geographical questions accompany the maps, so that the vital connection of geography and history is not ignored. At the end of each chapter, are brief statements concerning the pursuits, the progress and the productions of the people; in these, art and literature are not forgotten. In treating of the rebellion, it seems to us the story is *fairly* told; and there is not nothing to pander to the prejudices of either section, nor that ought to arouse any animosities. There is a running reference in the margin to works of history, poetry and fiction, that should be read in connection with the study. This is an excellent feature, although we can hardly suppose that our own selections would have been the same as the author's in all cases. The Declaration of Independence and the Constitution are appended. A very full index completes the book. We notice a few mistakes in proper names; and quite a large number of dates differ from those that we have learned; some of these are wrong, others may be errors of the typ.s, and perhaps some rest on good authority lately discovered. Very frequently, the difference is one year, or one day. On page 86, it is said that "France ceded to England *all* the territory east of the Mississippi" at the Treaty of Paris. On page 42, "Westfield" is mentioned as one of the early towns of Connecticut. On p. 72, we read, "Marquette founded the first permanent settlement of Illinois at Kaskaskia, seven miles below the present site of Ottawa." What does this mean? The book contains no tables of settlements, military movements, &c. We do not mention this as a fault, for the author suggests at the close of each chapter, the making of very complete tables by the student. If teachers will insist that this is done faithfully, it is "a more excellent way;" for such tables made by the pupil himself are vastly more valuable to him than the best tables in the world made by another. The danger is that teachers will allow pupils to neglect this part of the work. To those acquainted with the later issues of the publishers,—and who in the West is not?—we need hardly say that the paper, type and appearance of the book are simply beautiful. H.

*The World in the Stereoscope.* HART & ANDERSON, New York.

The gentlemen who publish this book, although they have put New York on the title-page, do business in Rockford, Illinois. The book itself is a handsome volume of 408 pp. It is mostly devoted to description, and covers a very wide field; some of the most famous countries, cities, mountains, churches, waterfalls, valleys, and caves in the world are here described in short articles occupying from one to three pages. We have looked it through with some care and have discovered very few mistakes in it. The pieces generally are good, and many of them highly interesting. The descriptive pieces in prose are interspersed with many pieces of poetry, generally relating to the same topics; nearly all of these are good, and many are standard. The book is intended to accompany a double stereoscope set in a handsome case; the views are arranged in a revolving frame-work before the lenses. Such of the instruments and views as we have seen are good; and we are sure that they may be made a source of great pleasure and much instruction in the hands of a skillful teacher. It is the design of the publishers to bring the books and stereoscopes into use in the schools; and we see no reason to anticipate anything but good from the effort, if judiciously made. The cost is not beyond the reach of most of our country districts. The book may very properly supplement the ordinary School Reader for the higher classes, thereby adding a very instructive variety to the ordinary reading matter. We think something would have been gained, if to the general descriptions which the book gives, some more *particular* descriptions of the views accompanying had been added. We have long believed that the stereoscope may be used to profit in the school room; and we shall be glad to see the attempt made. H.

*Webb's First Lessons in Language and Drawing.* A. H. ANDREWS & CO., Chicago. 1872.

Too much can scarcely be said in favor of this little book. The first noticeable feature is the introduction of writing at the very beginning of the work. This step has been usually neglected, or, entirely postponed, until the child, eager to advance has by the independent use of the pencil acquired bad habits difficult to overcome in after life.

The phonic exercise after each lesson is so pleasantly and clearly arranged, that it will be readily comprehended by the youngest pupil. This, effectually does away with the indistinct articulation so prevalent in our schools, against which every teacher is compelled to labor most vigorously. In addition, twenty pages are devoted to drawing exercises. These models are simple, easily copied and devoid of that stiffness which is the usual characteristic. This affords pleasure and profit to the pupils, while much of the teacher's work is relieved. We assert, that a pupil of ordinary ability, carefully led to develop in regular order each lesson in the book, is much better prepared to pass directly to the work in the Third Reader, than another, of equal capacity, who has gone over the imperfect work contained in the First and Second Readers.

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## PERIODICALS.

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*The Lens*; a Quarterly Journal of Microscopy and the Allied Sciences, published by the State Microscopical Society of Illinois, and edited by S. A. Briggs.

The April number of this most estimable journal contains a large amount and a great variety of valuable information.

Among the papers of interest, are "The Flora of Chicago and Vicinity," by H. H. Babcock, including the Natural Orders from Saxifragaceæ to Campanulacæ, embracing some sixty Genera and about one hundred and seventy Species; the second paper, by Prof. H. S. Smith, Conspectus of the Families and Genera of the Diatomaceæ. "On the Effects of the Reversal of the Current of the Chicago River on the Hydrant Water," by H. H. Babcock, is a valuable paper.

The West ought to be proud of such a journal, and to sustain it.

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## PUBLISHERS' DEPARTMENT.

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We would remind teachers and school officers that the summer vacation, now at hand, is the best time to prepare for health and comfort in the coming winter. How can our pupils be healthy or comfortable, or successful in their school work, unless they can be supplied with air that is both *warm* and *pure*? Such air they certainly cannot have from either the hot-air stove or the common furnace; but such they can have by using the heaters of the Bennett Co. We assert this on what is trustworthy authority. For further particulars, we refer to their advertisement in the *SCHOOLMASTER*; it is worth your attention.

The publishers of the *SCHOOLMASTER* will issue for *July* an extra large edition. That number will contain in addition to the usual general reading matter an article on the New Illinois School Law. This epitome of the new law has been prepared for the *SCHOOLMASTER* by a County Superintendent who understands the matter thoroughly, and who has placed his manuscript in our hands by request. A copy of the *SCHOOLMASTER*, containing this article will be sent to nearly every school-district in Illinois. Our friends and the public can imagine the number of *SCHOOLMASTERS* abroad next month, when they know that one county alone contains over three hundred school-districts. The publishers are led to incur this extraordinary expense in order that the *SCHOOLMASTER* may be introduced into new places and that school officers may receive information relative to recent legislative enactments concerning schools. The present extended circulation of this journal is far greater than the publishers had expected. New names are daily increasing our already large subscription list. The "good words" from various quarters are appreciated.

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME V.

JULY, 1872.

NUMBER 50.

## *THE NEW SCHOOL LAW OF ILLINOIS.*

On the first day of February, 1871, Senator Willard C. Flagg introduced, in the Illinois State Senate, a bill for an act to establish and maintain a system of free schools. This bill—since known as Senate Bill No. 37, Twenty-Seventh General Assembly—having suffered material modification in its passage through the legislature, finally passed that body, was approved by the Governor on the first day of April, 1872, and will be the law of the State governing its schools on and after the first day of July next. In its plan it follows the existing law, the same subjects being treated under the same section numbers in each.

The changes made by the new law, grouped for the convenience of school officers and others, are chiefly as follows :

### *The State Superintendent*

Is made the legal adviser of all school officers, and when requested by any school officer, shall give his opinion, in writing, upon any question arising under the school laws of the State. (Section 3.)

Shall receive, annually, such sum as may be provided by law, as salary for services rendered. (Section 10.)

### *County Superintendents*

Will divide the State and county funds to townships wholly on the basis of population under twenty-one. (Section 16.)

Will visit schools when so directed by the county boards of their respective counties. (Section 20.)

Shall grant certificates to such persons as may, upon due examination, be found to possess the necessary qualifications—said examination to be conducted by himself and two competent and discreet persons, to be appointed

by the county board, at their first meeting after the election of the county superintendent, if the board deem such appointment expedient. (Section 50.)

Will hereafter receive, in full for all services performed by them, such compensation as is or may be prescribed by law. (Section 71.)

*Township Trustees*

May, under certain conditions, consolidate the territory, school funds and other property of fractional townships with adjacent townships. (Section 23.)

Shall be elected on the second Saturday in April, annually. (Sec. 25.)

Shall act as judges, if present, and choose a person to act as clerk of election. (Section 26.)

The election for trustees may commence, if so specified in the notice, at any hour between the hours of eight a. m. and one p. m., and the judges may close such election at four p. m. (Section 27.)

In counties adopting township organization, in certain townships, the trustees shall be elected at the same time and in the same manner as the town officers. (Section 27.)

Elections to fill vacancies in boards of trustees may be held on any Saturday. (Section 29.)

The proper officers must make return of election of trustees within ten days, or be subject to a fine. (Section 30.)

Trustees can change district lines only upon petition of a majority of the voters of each of the districts affected by the proposed change (in which case they must make the changes petitioned for), with this important exception: Upon petition of all the voters in any territory containing not less than five families, representing that they are not properly accommodated with school privileges, but will be by being added to another district or formed into a new district; and upon petition of a majority of the voters of such other district, if any, it shall be the duty of the trustees of the township or townships in which such territory, or territory and district, are situated, to set off such territory: Provided, that such change shall not be made when the district to be divided has a bonded debt, nor when the new district line will be brought nearer than one mile to any school house. (Section 33.)

When new districts are formed, the trustees must observe the requirements of the law in distributing the funds, etc., or be liable to action for damages. (Section 33.)

Trustees must apportion the State, county and township funds to districts in proportion to the number of children under twenty-one years of age in each. (Section 34.)

Trustees shall act as the directors of the township high school. (Section 35.)

Trustees shall make or cause to be made a separate enumeration of persons between the ages of twelve and twenty-one years, who are unable to read and write, and the cause of the neglect to educate them. (Section 36.)

Trustees shall cause all moneys for the use of the townships and districts to be paid over to the treasurer. (Section 40.)

#### *Township Treasurers*

Must be residents of the townships for which they are appointed, and shall hold office for one year. (Section 32.)

Must make a record of all changes in district lines, and file a copy of the record, with list of the tax-payers resident in each of the newly arranged districts, in the office of the county clerk. Compliance with these requirements, within the period of ten days, is essential to the validity of the changes. (Section 33.)

Must give notice of election for township high school, when fifty voters petition for the same. (Section 35.)

Are made the only lawful depositaries and custodians of township and district funds. (Section 40.)

Are to have from the collector, in addition to the amount collected, a statement of the uncollected taxes for each district of township. (Sec. 45.)

May loan surplus district funds, upon the written request of the directors. (Section 57.)

Shall receive, in full for their services, a compensation to be fixed, prior to their election, by the board of trustees. (Section 72.)

#### *School Directors*

May grant the temporary use of school houses, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and literary societies, and for such other meetings as they may deem proper. (Sec. 39.)

Shall be elected, annually, on the first Saturday of April, and elections to fill vacancies in the board may be held on any Saturday. (Section 42.)

Shall make, at the annual election of director, a detailed report of their receipts and expenditures to the voters there present, a copy of which shall be transmitted to the township treasurer within five days of the time of said election. (Section 42.)

Shall report the number, and names, of persons above the age of twelve years and under twenty-one, residing in the district, who are unable to read and write, and the causes of the neglect to educate them. (Section 42.)

Shall make return of election of directors within ten days, or be liable to a fine. (Section 42.)

Shall be authorized to levy a tax, annually, upon all the property of the district, for the purpose of supporting free schools for not less than five nor more than nine months in each year, and for defraying all the expenses of the same, of every description—said tax not to exceed two per cent. for building purposes. (Section 43.)

Shall certify to the amount of money needed instead of to the rate of taxation as heretofore. (Section 44.)

Shall not borrow, in any one year, a sum to exceed more than five per cent. (including previous indebtedness) of the taxable property of the district, except to pay indebtedness contracted previous to the passage of this act. (Section 47.)

Shall establish, and keep in operation for at least five months in each year, a sufficient number of free schools for the proper accommodation of all children in the district over the age of six and under twenty-one years, and shall secure to all such children the right and opportunity to an equal education in such free schools. (Section 48.)

Shall direct what branches of study shall be taught, and what text-books and apparatus shall be used, and strictly enforce uniformity of text-books, but shall not permit the books to be changed oftener than once in four years. (Section 48.)

Shall not be liable to action for suspension or expulsion of children from school. (Section 48.)

May provide that children under twelve years of age shall not be confined in school more than four hours daily. (Section 48.)

Shall not extend school beyond nine months without a vote of the people. (Section 48.)

May be removed by the county superintendent for failure to perform their duties. (Section 76.)

### *Teachers*

Must pass a satisfactory examination in the elements of the natural sciences, and physiology and laws of health, in addition to the studies required by the existing law. (Section 50.)

May, on request of directors, be granted certificates which do not include the foregoing additional studies. (Section 50.)

Who are graduates of a county normal school are entitled to first grade certificates from the county superintendent, when the county board of education so directs. (Section 50.)

Must satisfactorily account for the books, apparatus and other property of the districts "they may have taken in charge." (Section 52.)



Are entitled to pay monthly, upon presentation of schedules duly certified by the directors, and ten per cent. interest on unpaid balances. (Section 54.)

Shall not be required to teach on legal holidays, thanksgiving or fast days appointed by State or national authority. (Section 54.)

*General Provisions.*

No person shall vote at any election held in pursuance of the provisions of this act unless he possesses the qualifications of a voter at a general election. (Section 29.)

Every school established under the provisions of this act shall be for the purpose of instruction in the branches of education prescribed in the qualifications for teachers, and in such other branches, including vocal music and drawing, as the directors or the voters of the district, at the annual election, may prescribe. (Section 50.)

The school month shall comprise twenty-two school days actually taught. (Section 54.)

The Auditor of Public Accounts shall divide to counties, the State funds for the support of schools, in proportion to the number of children in each under the age of twenty-one years. (Section 70.)

No appropriation shall ever be made from any public fund in aid of any church or sectarian purpose, or to help support or sustain any school or institution controlled by any church or sectarian denomination. (Section 77.)

No teacher, state, county, township or district school officer shall be interested in the sale, proceeds or profits of any book, apparatus or furniture, used or to be used in any school in this State, with which such officer or teacher may be connected. (Section 77.)

Every city, except Chicago, and every town, township and district, whose schools are now governed by special acts may continue their schools under the provisions of said acts. (Section 79.)

School districts having a population of not less than two thousand inhabitants, whose schools are not now governed by special acts, shall elect, instead of the directors provided by law in other districts, a board of education, to consist of six members, and three additional members for every additional ten thousand inhabitants, to be elected in the manner provided for the election of school directors, to whom additional powers are given. (Section 80.)

Cities having a population exceeding one hundred thousand are to have a school board of fifteen members, to be appointed by the Mayor, subject to approval by the Council, to whom certain powers are given. (Section 80.)

Fractional townships are attached to adjacent townships, if unable to support a school. (Section 83.)

Provision is made by which purchasers of school land whose titles are imperfect may secure valid titles. (Section 95.)

All acts and parts of acts inconsistent with this act, and all general school laws of the State, are repealed. (Section 97.)

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Such, in brief, are the new requirements to be observed in the management of the public schools of the State. Many of the changes will work good to the schools, and a few will work harm. Among the unfavorable changes the following are named:

The apparent weakening of the judicial power of the State Superintendent.

The visitation of schools by County Superintendents, only when so directed by the county board; and the supplemental act (fees and salaries bill) which places the whole work of the superintendent under the control of the county board, (after the expiration of the term of those now in office.)

The division, by trustees, of the State, county and township funds to districts, on the basis of population alone. By this provision the State offers no reward to districts for continuing school beyond the minimum of time required.

Failure to make definite provision for county institutes.

Among the changes for the better are:

The division of the public funds to counties and townships on the basis of population.

The higher standard required of teachers to entitle them to certificates.

The provisions made for the consolidation of fractional with whole townships.

The change of election day for trustees and directors from Monday to Saturday.

The provisions made for returns of elections within stated times, and for filing maps of changes in district lines, with penalties.

The authority granted to establish township high schools, and for loaning surplus district funds.

The power given to directors to continue schools beyond the minimum of time required.

The limitation of power to contract debts.

The provision by which all children of school age are to have the right and opportunity to an equal education in the public schools.

The teacher's accountability for school property under his charge.

The monthly payment of teachers.

The prohibition of grants to sectarian schools.

The penalties placed on teachers and school officers for selling their influence in the purchase of books and furniture.

A general law for the government of schools in the cities and towns not now under special acts.

JOHN HULL.

BLOOMINGTON, ILL., May 14, 1872.

### SECULAR vs. SECTARIAN.

As a member of the Catholic Church, we rejoice heartily at the stand taken by the *Advance* against the public schools; but as a friend of the latter, we are bound to oppose that calcium head-light of christianity. It is a little amusing, however, to find the *Advance* and *Freeman's Journal* hobnobbing over the same polemical punch-bowl and drinking to the toast: "You don't like me and I don't like you; but here's confusion to our mutual enemies!" A blast against the public schools from a Protestant journal comes very *pat* on the skirts of the *Freeman's Journal*, whose business it is to howl maudlin, monastic monodies through Abbe McMaster's and other ruined abbeys—gloomy, crumbling relics of the intolerant and superstitious past.

What ails the *Advance*? What ails the *Freeman*? Listen: "Those abominable efficient public schools make people doubt the plenary inspiration of the Book of Heliogoblunderbuss!" grows the *Advance*.

"They set children counting the stars, when they ought to be counting their beads!" cries the *Freeman*, gnashing its teeth.

"They keep youth out of our seminaries by giving them a good education free!" expectorates the *Advance*.

"They are damnable machines for teaching the people to think!" vociferates the *Freeman*.

"The public school is our enemy," cries the *Advance*.

"It is," replies the *Freeman*.

"Curse it!" exclaims the *Advance*.

"I will," says the *Freeman*.

"Anathema," begins the *Advance*.

"Sit," concludes the *Freeman*.

Yes, gentlemen, pray, sit; you have had the floor long enough; you have wrangled and disputed about tweedle-dum and tweedle-dee until the adolescent world does not care a snap of its finger which is which. Like a

pair of wrestlers on the sea-shore, you have grappled in a death-struggle, until the tide of advancing thought has risen to your very chins; and now you frantically clasp each other in the hope of preserving, for a moment longer, the lives that you have wasted in a fratricidal struggle. Sink, settle, subside. Sectarianism sit down; secular philosophy and sound sense have the floor.

While the extremes of sectarianism are thus embracing, let us consider the class of schools which they are literally trying to inflict upon much-abused mankind. We shall not defend the public schools; they need no defence; this attack of their enemies is their highest eulogium. And while the head-light of Christianity glares upon its narrow-gauge track, and the wind of the middle ages moans mournfully through the ruined abbey, let us prefer a few charges against denominational schools. We speak not of the worst class of those schools—those in which the session is a contest of lungs between the reciters on the floor, and the students on the benches; in which children are not cruelly confined to any particular seat, but rove over the desk-tops as fancy allures, or the repelling power of the teacher's rod threatens to dictate; whose very existence would be a joke, were it not for the number of bright intellects that are extinguished therein, doomed in those sectarian sinks to moral death and mental damnation;—we speak not of such, but shall have the very best grade of sectarian institutions constantly in mind. Against these latter we make out the following indictments:

1. The teachers of sectarian schools, supported in the main by voluntary contributions, are obliged to yield to the whims and follies of both parents and pupils. Hence, the pupils rule the school; for the parents rule the teachers, and the children rule the parents; and, bad as an absolute monarchy is in the school-room, anarchy is worse.

2. In private, or sectarian schools, the teachers must make their pupils believe that they are learning a great deal, whether such be the case or not. And, generally, the more superficial the training, the greater the display of ill-assorted acquirements. The less put in the store-room, the more show in the shop window. So many pages in the text-books must be passed over, in consideration of the quarterly tuition.

3. Teachers in sectarian schools truckle to the wealth and position of their patrons. And, as the children of wealthy people are in many cases very dull, and since this dullness must be screened, the result is demoralizing to all parties concerned. The only hope of saving the children of Shoddy rests in rating them according to their own merits, and making them struggle with their intellectual peers, unfavored on account of the accident of birth.

4. Such schools are obliged to keep up a system of rewards of merit,

prizes, premiums, gold medals, silver medals, pictures, gift books and "honorable mentions," which is as debilitating to a school as a national lottery is to the industry of a country; and which tells the story of their weakness as plainly as the premium list of a newspaper bantling, struggling for existence among vigorous, independent, successful competitors. The pride of every paying patron must, by some hocus-pocus, be rewarded a premium. If the teacher cannot conscientiously (and those teachers are as conscientious as could be expected in their unhappy situation) give a pupil a prize for proficiency in any branch of study, there must be a premium given him for his ability to play base-ball; and if he have not the skill to merit a reward for base-ball, he will be awarded a prize for good health, or good nature. Indeed, were there no other excuse for giving Master Shoddy Simpleton a premium, he would receive one for the excellence of his digestion, or the commendable action of his kidneys! In this connection, too, their demoralizing Exhibitions should be mentioned. In those, the very worst scholars, by dint of brass, win the highest encomiums. The last term of each year is worse than wasted in the preparation of farces that are often too broad for a second-class theatre; and to raise a gufaw, not to excel in scholarship, becomes the ambition of foolish boys. All may exhibit their histrionic talent in three silly shows, and if a youth have not memory to commit or retain a "part," or a recitation, he will be allowed to display a more taking species of ability in a comic song, or a clog hornpipe.

5. They divide their schools into "select" and "free" departments. This is un-American and injurious; as hurtful to the puffed-up students of the select school, as it is degrading to the down-trodden members of the pauper class. On the contrary, in the public school, all are on the same footing—high and low, rich and poor; and the tendency is not to degrade the high, but to elevate the low. The public schools are the mystic vessels wherein humble water changes into the wine of animating self-respect and exhilarating ambition.

The bad effects of the above mentioned faults are too patent to need specifying. Superficial training at school, combined with instilled egotism, brings about, in after-life, disappointment, indolence, failure, crime and disgrace. Vice, in its origin and growth, is not so much a positive, or active principle, as it is a negative state, a weakness, a want of character. The diligent application, the thoroughness, and, above all, the mild, steady, but firm discipline of the public schools, are what is needed to cultivate and strengthen the character in the child; and for such thoroughness and discipline, tiresome precepts, incomprehensible doctrines which the child only believes that he believes, and meaningless, jog-trot devotional exercises, are but

a beggarly substitute. The facts that a child learns at school are of little value, compared to the habits of mind and body which he acquires; and the public-school habits of hard study for the mind, and gentlemanly deportment for the body, are the best we can think of at the present moment.

Every system has a living soul, and the spirit of our public schools aims to recognize and encourage talent in the children of the poor, and to throw down pretention and arrogance; and the most trying task we encounter is to prove to the children who come from sectarian schools, that they know but very little, so inflated are they with vanity and self-esteem. But the gravest charge we have to make is that the pupils of sectarian schools do not turn out as well as might be expected, considering the amount of moral and religious training which they are supposed to undergo. Any young man, who, in his boyhood, vibrated between public and sectarian schools, will say that the names of the greater part of his companions in the former are now found in the business directory; and will acknowledge, with regret, that too many of his play-fellows in the latter have, or had, their names pasted over the room-doors, in a very commodious institution at Joliet. Yet, in the religious schools, the pupils were incessantly praying; while, in our Godless schools, the little heathens were wrestling with mental arithmetic. What is the effect of that simple branch of common-school study upon the mind and character of the child? We consider it the best preparation for leading an honest life in a world, wherein life is a continual struggle of mind—for even bodily labor is sustained by strength of mind—against the powers of nature, for existence. It is better than the study of Latin, or geometry, for it allows no artificial aids like lexicon, grammar, or diagram; but throws the mind upon its own resources, makes it grapple with difficulties and conquer them, trains it to fight its way through the world, to make an honest living for the body in which it lives, and to keep that body out of prison. It is logic practically applied; and logic practically applied is common sense.

Spiritual aspiration, religious exaltation, like poetry and the high arts, is, to be sure, more ennobling than the severe practicalities of life; but it belongs to the church, the studio, the library. You cannot mingle the ideal and real without injury to both. The enthusiastic revivalist would do bad work teaching arithmetic and grammar; and the keen, practical teacher of scholastic branches, is, by his mental constitution, not the best man to announce hymns and make prayers.

Sharp, exact training, producing a high degree of mental activity, disciplining the mind to close attention, persevering effort and correct calculation—this is what enables a man to extort subsistence from the elements around him, and prevents the necessity of his prowling in the darkness like

a savage, or a beast of prey to steal. And this mental activity the public school imparts.

The teachers of religious orders, in parochial schools, are very much beloved by their pupils, and deservedly so. They are teachers by devotion, with no personal, or selfish motive. Yet a discouraging proportion of their boys become bad. They are good, but mistaken men—mistaken in the superfluity of their prayers; more mistaken in the deficiency of their mental arithmetic. And when prayers are measured with beads, what is praying after all but an inferior form of mental arithmetic?

It is a fact, that many people would prefer to let their children deserve a prison, than cease to be howling dervishes, or dancing fakirs. To such we have nothing to say. Many good men, too, think that an honest, industrious and upright course in this life, is no passport to a better world in the next. We cannot see the justice of such a state of things, however evident it may be to theologians—

“To those who are so wondrous wise  
In all that mortals can't comprise;  
But frequently are mighty dense  
And purblind as to common sense.”

We shall be glad when the expensive farce of sectarian teaching comes to an end, and the system native to the country, and in keeping with the spirit of the country and the times, is adopted by all. What is the use of saddling on Young America, an Old Man of the Sea, in the form of a method of instruction peculiar to nations 3,000 miles away, and to an era 300 years ago?

Simeon Stylites was a good old fellow in his day; but what a figure he would cut in Chicago, on one of the pillars of the Pacific Hotel! Why, he would be arrested by the police as a vagrant and sent to the house of correction by Justice Banyon. Yet Simeon Stylites would be no more out of place in Chicago, than are Chicago's limping, half-starved, frowsy sectarian schools.

J. MAHONY.

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The study of geography in the common school is about to be assailed from several directions. The abuse of this study has caused and merited the attack. Many enthusiastic votaries of this science will have an excellent opportunity of placing themselves on the defensive. Parents, school boards and school superintendents have quite recently been heard from by us, loudly denouncing so much time spent in geography. What will be the result? A moderation, we hope, in time and quantity. Now that the arithmetic question is discussing in the SCHOOLMASTER, with, so far, no positive result, let some one take up the *pro* and *con* of geography, and aim directly at the mark.

### FRICITION IN SCHOOL.

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Of all that is said and written by the experienced and unexperienced in regard to school discipline, little can be told which assists a teacher in special cases; yet, in a general way, suggestions may be made by one which may assist another, and a mutual interchange of ideas be carried on, which will benefit all.

Our system of school discipline, (if we may be said to have one,) is undergoing a radical change; the two extremes of nothing but "moral suasion" on one hand, and nothing but "corporal punishment" on the other, are approaching, and in blending will reach the "golden mean." We are told that now in Chicago—that city with its thousands of children in the Public School—there is no law abolishing the use of the rod, yet for months there has been no use of it, thus proving that even in our large cities, where the use of physical force seems more of a necessity than anywhere else, it can be dispensed with, without legislation. But even when all reach this much desired position the teacher will still ask—Why is it that my school does not move on as smoothly as the one in the next room, or the one in the adjoining town? We have like advantages, similar grades of pupils, and our theories of discipline are essentially the same; and yet theirs are quiet, pleasant rooms, while in mine, with all the effort I can make to the contrary, there is disorder and an atmosphere of opposition. Many good, earnest teachers feel this at some time, and only need to know the cause to remove or remedy the evil. Let us suppose, that in the above case, the teacher is anxious to do the best that within him lies, and daily asks: What can I do to improve my school? Where am I doing wrong? But not always, or often, perhaps, finding a satisfactory reply, simply because he fails to look to the seemingly unimportant details. Among these details one should ask himself if he allows misdemeanors on the part of his pupils to cause apparent anger on his part; if so he will find it a serious cause of loss of power, and one which should be removed in order that he may be master of his position; not but what the teacher should always show displeasure with that which is improper in the conduct of his pupils, but not in such a way that the pupil will be led to think that the teacher is angry with him; he should endeavor to show to the child that he is displeased because that is being done which injures the school, and he should never convey the idea that the misdeeds of the school-room are considered as personal affronts.

Secondly, one should question himself in regard to his manner of correcting individual pupils. If it is forgotten that each pupil is different in



organization of body and mind from every other one, and an attempt is made to make one means of correction fit all, it will often be found that more opposition is aroused in one pupil than is quelled in another. And just here is the teacher's great work—the study of human nature as found in all its phases. Every hour spent with pupils should be employed in this way, not necessarily by a forced effort, but all intercourse of teacher and pupil should serve to contribute to this knowledge. As soon as the child finds that the teacher understands him, although he may not acknowledge it even to himself, he accepts his teacher as his superior and respects him.

This study of the character of pupils may be going on during school-hours, on the street, in company, at the house of either, in every place where teacher and pupil are brought in contact. It is true that some persons seem to possess this knowledge intuitively, especially a knowledge of child-nature, while others can only learn to know people by long acquaintance. But if one is at all fitted to be the instructor and guide of children, he must be able to gain much in regard to their individual qualities and characteristics.

Knowing something of the earlier training and natural inclinations of a pupil, a teacher using good judgment will correct that pupil's wrong doings accordingly, and in this way will accomplish that which is best for the child, and, through him, best for the school and certainly best for himself. Knowing his pupils well, the good teacher does not always seem to notice every little misdeed. In offering suggestions just here, one is treading on questionable ground, for probably there is much more danger of allowing too much to pass unnoticed than of seeing too much; still I have seen teachers who worried themselves, and certainly did not benefit their school, by over-scrupulosity in correcting everything which seemed in the slightest degree to be in opposition to the orderly conduct of a pupil. The same principle is true here, as with children at home, they may be found fault with until they lose confidence in themselves, and consequently do not exert themselves to do well. Here the closest discrimination and the use of the best judgment is necessary in order to know just when one may, with safety, allow that to pass which in general should be reprimanded. Occasionally eccentricities, or thoughtless ways, with no intention of actual wrong or mischief, may sometimes be allowed to pass unnoticed with much better results than if the pupils were vexed or angered by a rebuke which seemed to him unmerited, feeling that he had done no intentional wrong. So, in general, there may be danger of arousing injurious friction in school by seeing *too much*, that is of seeing to condemn. The only guide here, as in many other cases, is to answer these two questions and act accordingly—What is best for the pupil? What is best for the school?

Again, there is much disturbance arising in school from the teacher's allowing himself to argue with his pupils. Whatever the question or the circumstance, it is never, with possibly a rare exception, well for two persons, standing in relations similar to those of teacher and pupil, to discuss a question which neither can decide. I once knew a teacher who spent quite half of the hour assigned each day for the recitation in Grammar, in discussing pro and con with some talkative pupil, points which neither would ever settle, and by this unfortunate habit the same spirit found its way into other recitations, until he failed to be able to hold a class within its proper boundaries, and was obliged to resign his position, the cause of his failure being traced directly to this unfortunate habit. The only safe ground is to never allow your pupils to think that there is such a thing possible, and they will not be long in learning that an argument cannot be carried on by one alone. This safe-guard does not preclude the free interchange of thought upon any relevant matter, but any one who has spent a few terms in the school-room, in the capacity of teacher, knows the necessity of caution in this regard.

Lastly, one should ask himself if he is inclined to show, in his intercourse with his pupils, that he looks upon them as his opponents rather than co-workers. If so, he will find that the friction caused by the clashing of his desires with those of his pupils, will wear away all the friendly feeling, which otherwise might exist. There is no one thing which tends to make all move on as smoothly and prosperously as a unity of purpose between teacher and pupil. Of course the better the school, the better the teacher and pupil, and consequently the *one* object of all should be to make the school better each day, and this can only be accomplished by the continued effort of both, and never by either alone. When there is this union of purpose and desire, the pupil not only places confidence in his teacher, but the teacher trusts his pupils. *Apparent* sympathy with the pleasures or discouragements of children is transparent, and never accepted by them, and only serves to lessen their respect; but if a child comes with an account of something which has afforded him enjoyment, his teacher, as his friend, must really feel the joy with him; it is not necessary to say much for the child to understand that you are truly interested in what interests him—he will know it often by a word, or a look. The establishing of these kindly relationships are not for the day or year of school, but for all time, and, perhaps, for all eternity, in their effects upon children—though they may forget the name and features of their teacher, they will always be better for having had a sympathetic friend.

In review, then, if one is questioning himself in regard to almost numberless annoyances which he meets every day in the school-room, he should

notice these four points among many others: 1. Can he, with apparent calmness, correct improper conduct in his pupils? 2. Can he use good judgment in regard to what deserves punishment, and what should not be noticed. 3. Can he avoid arguing with his pupils? 4. Does his personal influence tends to inspire the confidence of his pupils by placing them in such relations to himself that they know he trusts them? And the ever present query with those who are truly thoughtful in their work is—How can one be discerning, just, and unselfish, for this must be in order to accomplish the work of the successful teacher? And we can only answer, there must be work for mastery of self, and a heartfelt desire for the welfare of pupils, and thus grow more into the likeness of the Great Teacher.

M. E. C.

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### THE SPELLING BOOK.

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What need of spelling-books? The question is a reasonable one. Are they to assist teacher or pupil? Were our grandparents' children better spellers than our fathers'? To answer the last question first, it is believed that children spell more correctly now than did children twenty years ago. A general observation will prove this, but one must take care not to confine that observation to one family, district or town.

That spelling-books assist boys and girls in acquiring a knowledge of orthography, cannot be denied. That there are methods of teaching spelling that bring forth better results, needs to be shown. This showing is difficult on account of the scarcity of schools where no such book is in use.

If, from the first day a child enters the primary school, he is required to spell each new word, as soon as met, and if this spelling of new words is persevered in, up through all grades to the high-school, one will admit that that pupil will be a "correct speller" when he leaves the grammar-school. Not only the words in the Reader, but every word in every other text-book—Geography—Arithmetic—Grammar, and, too, every word used in conversation during recitation or other exercise in school, are meant by the expression above, *each new word as soon as met*. Grant that this sort of work will make correct spelling, and it remains only to show that it is practicable, when the use of the spelling-book can and should be dispensed with. The teacher must decide for himself whether or not this can be done. Among the best schools in the State, are those of a city that has spent no money for such books for nine years.

Tact and sense and perseverance must be used in this as well as in every reform undertaken by the successful teacher. Tact, for some fond parents

will indignantly withdraw their children from school, and request the school board to dismiss that teacher, if a movement is made to put out the spelling-book, that grand foundation of learning, forty years ago. Sense, for a teacher cannot interrupt a pupil ten or twenty times, during a recitation, to ask him to spell a word; a pupil of spirit and ambition will not bear such interruption, when he is trying to make a smooth recitation. Perseverance, for the slightest let up, may be the cause of trouble afterwards; but this latter has its parallel in every other exercise in the school.

By teaching spelling in this way, the jaw-breaking, unused and technical words found in spelling-books are avoided, at least until there is use for them, and the pupil learns to spell only those words that express to him an idea. This method does not compel oral spelling any more than any other. Publishers must not be blamed for issuing spelling-books. It is their business to supply the demand.

When teachers are willing to work a little harder, and cease calling for spelling-books, communities will be with them, and publishers will send out something else better.

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### *WHERE, AND WHAT, IS NORMAL?*

We have thought that it might interest the readers of the *SCHOOLMASTER* to be told some facts about the town from which it has gone forth on its monthly visits, for more than one year. Normal is finely situated, on a beautiful, rolling prairie, in the county of McLean, Illinois; and is two miles north of Bloomington, the capital of the county, a thriving city of about sixteen thousand people. The two corporations are separated by a common boundary, about half way between the Court House and the Normal University; a horse railroad makes easy communication between them. The crossing of the Illinois Central and the Chicago and Alton Railroads is in Normal.

Fifteen years ago, the site of Normal was an open prairie; much of it had never been plowed. About the time the location of the Normal University was fixed here, in 1857, the town was laid out; the original plot has been greatly enlarged; the present corporation includes a tract two miles square, with the Normal University in the center; the present population is estimated at two thousand. Few places impress a stranger more favorably, especially at this season of the year. The town is well supplied with sidewalks, most of which are amply shaded by maples, elms and other trees; the dwellings are generally tasteful, and many are embowered in a profusion of trees and shrubbery. The abundance of trees is largely due to the taste,

foresight and energy of Hon. Jesse W. Fell, one of the original proprietors. The surrounding country is rich, well cultivated and picturesque.

Normal is supplied with four church edifices, which are well filled on the Sabbath, by attentive listeners. The oldest church is the Congregationalist; the house is of wood, commodious and comfortable; its cost was \$16,000. The Baptists and Methodists have very tasteful houses of brick; each cost about \$15,000. The Presbyterians have a neat, wooden church, erected last year. There is not a liquor-shop in town, nor is there likely to be, as the sale of liquor in any form, except on a physician's prescription, is strictly forbidden in the charter. The town is well supplied with stores of almost every kind, and does considerable business, still, its proximity to Bloomington, and its educational advantages, will probably always cause it to be sought as a place of residence rather than for business purposes.

We have taken pains to get figures from the office of the Central Railroad, that will throw some light on the amount of business done in the town. During the first five months of the present year, the bills for freight *forwarded* on this road amounted to about \$6,000; during the same time, more than \$4,000 was received for passenger fares. During the month of May, 20 car-loads of corn were shipped by this road,—most of it for direct shipment to New England towns. The passenger business of the Chicago & Alton road is larger than that of the Central.

W. A. Pennell & Co. have their head-quarters in Normal; this firm do a large business in heating and ventilating public and private buildings, by the Ruttan system. They have recently put their heaters into the High-School buildings of Lincoln, Neb., and Ottawa, Kansas; they have orders on hand for Providence, R. I., and Hartford, Conn. A similar business is done by the Messrs. Phillips, who are agents for the Bennett Hot-air Furnace Co., of Cincinnati; they, also, make the heating and ventilating of school-houses, a specialty. The nursery and tree business, however, is the most characteristic, in Normal and vicinity. There are about fourteen individuals and firms in Normal and Bloomington engaged in this trade; three of the largest are in Normal. The establishment of F. K. Phoenix is the oldest and largest; his nurseries occupy 600 acres, and are devoted to fruit and ornamental trees, nursery stock, green-house and bedding plants, &c. This business has been established twenty years. Mr. Phoenix's packing houses and yards are only a few rods from the Junction depot in Normal; in the busy season, he employs from 250 to 350 men, and he ships many tons, by freight and express, every day. The "McLean County Nursery," of Mr. O. M. Colman, a little farther off, consists of 40 acres. He employs from 3 to 16 men, and does a general business in trees and nursery stock, making

evergreens a specialty. The "Normal Nursery" of Mr. C. E. Fell does a large business, and is growing in importance year by year.

A very important institution, of Normal, is the Illinois Soldiers' Orphans' Home. This was established at Normal in 1869, by the State of Illinois, for the support and education of children of deceased and disabled soldiers; such children have their living and education furnished without cost to them. The Home occupies a handsome and commodious building in the north-east part of town, handsomely situated in the midst of a tract of 81 acres. The Home contains nearly 300 children, and has a force of about 31 employes; Mrs. Virginia C. Ohr is Superintendent, and Dr. John Sweeney is resident trustee. Normal is chiefly distinguished by its educational facilities. The Public School, containing four departments, and employing eight teachers, occupies a fine brick building in the center of town near the University. The cost of the building was about \$16,000; the number of pupils is nearly 400; Aaron Gove, editor of the *SCHOOLMASTER*, is the Principal.

But the most important institution of Normal, and for which the town received its name, is the Illinois State Normal University. The University occupies a large and commodious structure of brick, three stories in height, situated in a beautiful park of about 50 acres. The basement and first story are occupied by the furnace-room, store-rooms, janitor's house, reception-room, dressing-rooms, and rooms of the Model Department. The second story is occupied by the rooms of the Normal School; and the third story contains the Society-rooms, the large Hall, and the Museum. The whole is crowned by a handsome cupola, from which a view may be obtained that is rarely equaled. The Model Department usually contains from 150 to 200 pupils, of all grades, from the little six-year-old to the young man just ready for business or for college. This is supported by tuition fees. The Normal Department contains about 300 pupils, about equally divided between the two sexes, who are preparing to be teachers in the schools of Illinois; the cost is borne by the State, mostly from the income of the College or University fund. The institution employs eight teachers in the Normal Department and four in the Model; Richard Edwards, LL. D., is at the head of the whole. The Normal University is just closing its fifteenth year; it began to occupy its present quarters in the Fall of 1860. It has increased in importance almost steadily from the first, until its influence is now widely felt all over the State, and beyond its limits many of its graduates and students are worthily occupying positions of high importance.

## EDITOR'S DEPARTMENT.

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We send this July number of the *SCHOOLMASTER* to ten thousand readers. Many school officers will receive it, who have not before had their attention called to a school journal. We present to such, in Illinois, the opening article on the school-law, prepared by Mr. John Hull, county superintendent, of McLean county. Most do not care to read critically the entire law; in this work of Mr. Hull's, they will find tersely and plainly stated, all the changes rendered necessary. We should be gratified if those strangers who receive the *SCHOOLMASTER* this month signify their appreciation by becoming subscribers.

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The Illinois Society of School Principals, which holds its annual meeting at Princeton, Ill., July 9, 10, 11, attracts the attention of many schoolmasters. It will be remembered that the meeting last year, at Rockford, was pronounced by all a great success. "The best school meeting I ever attended" was the general expression. The work this year promises to be no less interesting. We published a complete programme last month.

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The circular of Hon. Newton Bateman to the school public of Illinois, recently published and sent over the State, calls attention to the provision in the new school law, which enacts that the elements of the natural sciences shall be a part of the common-school course of instruction. Teachers, before obtaining certificates to teach under the law, must pass a satisfactory examination in these branches. The programme for the State Institute, to be held at Normal for three weeks, commencing August 13th, has been adapted to the needs of those who wish to review so much of the elements as it shall be found possible to do in the time.

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Dr. J. A. Sewall, for eleven years Professor of Natural Sciences in the State Normal School, has prepared a work on Botany, designed to fill the requirement of the law. Geo. Sherwood & Co., of Chicago, expect to have the book before the public early in the fall. We have seen a portion of the manuscript and the plates. The latter promise to be very beautiful. Able critics pronounce the Doctor's book of superior merit. It must have a large sale in Illinois.

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W. B. Powell, Supt. of Schools, Aurora, Ill., is preparing a book on the elements of Zoology. Mr Powell has for several years compelled this class of instruction in his schools. His system has been matured and has been subjected to the severe test of the class-room. We are not advised who are to publish this work on Natural History, but feel sure that it will be a superior text-book. The introduction of the study into St. Louis schools, has justly called forth applause from all parts of the country. This is just what the Aurora schools have been doing for the past two years.

By reference to our advertising pages, our readers will find a list of books already in the market. Although limited in number, they are full of instruction on the subjects upon which our Illinois teachers are expected to inform themselves.

We publish this month another article on heresies (educational) of the *Advance*. This is written by a catholic, and it shows, what we have long known, that liberal and right-minded men, of *all* denominations, believe in the value and usefulness of our public schools as they have grown to be; while bigots of all denominations naturally range themselves on the other side. Since our last issue, the *Advance* has returned to the topic twice; and as we mean to keep our readers informed on this matter, we will give a little space to his new declarations. In the *Advance* for May 23d, the editor gives more than a column to the subject, putting forth some new statements to which we may return hereafter, but complaining loudly of the treatment of his argument and of himself by the educational papers. He says:

"One educational magazine only gets near enough to an argument on the subject, to call our proposal 'cold-blooded diabolism'! and yet it denounces 'bigots'. All we desire is to *reason* on a question that does not begin to be settled, and that some day will astonish these 'educators' by the interest it will excite, and the political action which it will call forth."

Below, is what he says in his paper of June 6th, in full:

"It is singular how wide the educational periodicals steer of controverting calmly the argument of our recent articles on the public school system. They content themselves with epithets merely—a course which does not honor their cause. We have already quoted from one of them the wild assertion that our suggested plan was a 'cold-blooded diabolism,' and now we note that another has discovered that we 'out Herod Herod,' while still another decides, that it contains a 'vein of Jesuitry'; that 'it offers little better than the old proselyting threat, the Koran or the Sword,' and that 'the mental capacity of entertaining such a scheme is doubtless his (the editor's) misfortune rather than his fault.'"

This was written after our June number was sent to the *Advance*; his complaint of want of argument reminds one of the stereotyped assertion of boys who first take part in the debates of the country Lyceum. "Epithets" seem to trouble him; why then does he quote nothing but epithets for his readers? Will he give them as fair an abstract of our *argument* as we have given of his? But, we have another word about the epithet which *we* used; our brothers of the quill are able to defend themselves. We said that we considered the plan proposed, in its tendency and in its origin, *cold-blooded diabolism*; we said it thoughtfully, weighing our words. Is it not true? We have shown, and it is easily seen, that this plan would deprive millions of the poor children of our land, of all opportunity for generous culture, to say the least,—we believe, of all school privileges. Said Jesus, "Inasmuch as ye did it to one of the least of these, ye did it unto me." We say, therefore, it is *diabolical* in its tendency. The old English law used to charge in its indictments, that men were "instigated by the devil," in the inception of criminal thoughts. So, we are willing to believe that this idea in our editor's mind had the same author; we do not charge it to the depravity of the editor himself; charity forbids us to do so; we believe it is *diabolical* in its origin. As to his talk about "political action," we are no politician, we want



no office, we never made a stump speech; but we should like to discuss this question with him on the stump, before the people of Illinois; we should have no fear of the result in this State, or any other with which we are acquainted.

Will our correspondents be prompt this year in sending the annual reports. No Journal published last year gave so full and complete annual reports as did the *SCHOOLMASTER*, but owing to the slowness of principals and superintendents in making them out, we could not publish them till September. For convenience we republish the rules governing the report, taken from *SCHOOLMASTER*, vol. III, (1870) page 246.

11. A report shall likewise be made at the close of each school year, and forwarded in like manner for publication, containing the following items; 1st. Whole number of children of school age; 2d. Whole number of different pupils enrolled; 3d. Number of male teachers; 4th. Number of female teachers; 5th. Highest salary paid male teachers; 6th. Lowest salary paid male teachers; 7th. Average salary paid male teachers; 8th. Highest salary paid female teachers; 9th. Lowest salary paid female teachers; 10th. Average salary paid female teachers; 11th. Salary of superintendent; 12th. Cost per pupil for tuition; 13th. Entire cost per pupil; 14th. Average number belonging; 15th. Average daily attendance; 16th. Per cent. of attendance; 17th. Number of tardinesses, 18th. Number of days' absence; 19th. Number of weeks at school.

12. The cost of tuition per pupil shall be found by dividing the amount paid to teachers and superintendents by the average number belonging

13. The entire cost per pupil shall be found by dividing the entire expenses of the schools, including the amount paid to teachers and superintendents; the amount paid for fuel, ordinary repairs, and other contingent expenses; also the interest, at six per cent., on all permanent investments in buildings, grounds, apparatus, etc., by the average number belonging.

One John Branham murdered his wife on Wednesday, 29th, by splitting her head open with an axe. He was lodged in jail at Owenton, Ky., and the same night was taken out by a mob of a hundred men, and hung.

Such news items as this are by no means rare; nor are they confined to the rude settlements of the frontier, nor to the disorganized Southern States. Why, when atrocious criminals are in the hands of the civil authorities, are men not content to let the law take its course? We think no attentive observer of events needs to wait long for an answer, nor shall we conclude that the reason rests simply in the blood-thirstiness of men. It is because it has become notorious that, after waiting for the law's delay, the wretch will, very likely go unwhipt of justice, even if convicted, which is very doubtful. Rejection of men from juries because they are not know-nothings, pleas of insanity on every conceivable occasion, a mawkish sentimentality in respect to every punishment that hurts, frequent successful appeals to Executive clemency,—all must grow less before men who are really in earnest that detected crime shall receive its reward, will feel content to sit still and wait for law to inflict deserved punishment. What does it mean that our own Governor reported, to the late Constitutional Convention, that he had pardoned nearly one hundred criminals in a year? Of course, we would not justify nor excuse lawlessness; but we do say that vigilance committees, short shrift and a stout rope, have a cause easily found, though not a sufficient reason.

# EDUCATIONAL INTELLIGENCE.

## REPORT OF ATTENDANCE FOR MAY, 1872.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or tardy.	SUPERINTENDENTS.
Chicago, Ill.....	30,015	20	24,585	23,900	92-4	.....	.....	J. L. Pickard.
St. Louis.....	28,999	50	22,274	20,651	93	7,114	.....	W. T. Harris.
Cincinnati, O.....	27,520	25	20,666	19,406	94	5,671	.....	John Hancock.
Indianapolis, Ind.....	4,728	20	4,396	4,117	92-5	699	1,833	A. C. Shortridge.
Evansville, Ind.....	4,139	20	3,222	2,924	88-7	949	215	Alex. M. Gow.
Bloomington, Ill.....	.....	.....	.....	.....	.....	.....	.....	S. M. Etter.
Dubuque, Iowa.....	.....	.....	.....	.....	.....	.....	.....	Thos. Hardie, Sec'y.
Terre Haute, Ind.....	2,243	19	2,089	1,916	91-7	890	484	Wm. H. Wiley.
Peoria, Ill.....	2,157	19	2,019	1,914	94-7	185	.....	J. E. Dow.
Aurora, Ill.....	1,428	20	1,324	1,226	92-6	134	496	W. B. Powell.
Danville, Ill.....	923	25	785	708	89	362	138	J. G. Shedd.
Decatur, Ill.....	.....	.....	.....	.....	.....	.....	.....	E. A. Gastman.
West and South } Rockford, Ill, }	1,127	19	1,059	970	91-6	226	285	{ J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	987	20	909	866	95	405	310	E. A. Haight.
East Rockford, Ill.....	877	20	784	729	94	204	393	Henry Freeman.
Cedar Rapids, Iowa.....	.....	.....	.....	.....	.....	.....	.....	J. E. Harlan.
Lincoln, Ill.....	.....	.....	.....	.....	.....	.....	.....	Israel Wilkinson.
Moline, Ill.....	586	21	551	520	94	122	160	W. H. Russell.
Pekin, Ill.....	.....	.....	.....	.....	.....	.....	.....	Geo. Colvin.
Ottumwa, Iowa.....	677	20	539	515	95-5	161	125	L. M. Hastings.
Marshalltown, Iowa.....	570	20	509	575	94	35	247	Chas. Robinson.
LaSalle, Ill.....	599	23	518	562	90	198	184	W. D. Hall.
Princeton, Ill.....	598	25	564	542	96	62	246	C. P. Snow.
Geneseo, Ill.....	.....	.....	.....	.....	.....	.....	.....	S. W. Maltbie.
Dixon, Ill.....	.....	.....	.....	.....	.....	.....	.....	E. C. Smith.
Macomb, Ill.....	605	20	596	551	95-5	44	333	M. Andrews.
Clinton, Ill.....	558	24	298	261	97-4	18	69	S. M. Heslet.
Polo, Ill.....	470	20	431	399	92-6	39	127	J. H. Freeman.
Shelbyville, Ill.....	418	25	372	307	80	160	70	Jephthah Hobbs.
Marengo, Iowa.....	399	.....	361	.....	93-6	58	.....	C. P. Rogers.
Urbana, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. W. Hays.
Sterling, Ill.....	468	20	401	377	91	66	175	H. P. French.
Normal, Ill.....	394	19	288	273	94	53	141	Aaron Gore.
Mattoon, Ill.....	359	20	285	267	93-4	120	45	J. H. Thompson.
Mendota, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. R. McGregor.
Sigourney, Iowa.....	.....	.....	.....	.....	.....	.....	.....	A. Updegraff.
Henry, Ill.....	318	21	286	268	93-7	62	69	J. S. McClung.
Indianola, Iowa.....	.....	.....	.....	.....	.....	.....	.....	W. J. Shoup.
Lexington, Ill.....	.....	.....	.....	.....	.....	.....	.....	Daniel J. Poor.
Belvidere, Ill.....	252	23	213	221	91	43	99	H. J. Sherrill.
Toledo, Iowa.....	233	20	221	206	92-7	21	92	A. H. Sterrett.
Sheffield, Ill.....	.....	.....	.....	.....	.....	.....	.....	J. A. Mercer.
Shawneetown, Ill.....	.....	.....	.....	.....	.....	.....	.....	Jas. M. Carter.
Yates City, Ill.....	.....	.....	.....	.....	.....	.....	.....	A. C. Bloomer.
North Dixon, Ill.....	.....	.....	.....	.....	.....	.....	.....	Jno. V. Thomas.
Rantoul, Ill.....	.....	.....	.....	.....	.....	.....	.....	W. H. Richardson.
London, Ill.....	194	20	99	86	94	46	21	O. M. Cray.
Maroa, Ill.....	131	23	115	100	86-3	68	29	Ed. Philbrook.
Creston, Ill.....	104	23	98	81	83	3	28	P. R. Walker.
Atlanta.....	.....	.....	.....	.....	.....	.....	.....	R. H. Frost.
De Kalb, Ill.....	.....	.....	.....	.....	.....	.....	.....	E. S. Dunbar.

CHICAGO.—The following is the order of exercises at the closing of schools this year:

1. Examination for admission to High School on Thursday, June 20, 1872, beginning at 8 a. m.
2. Examination of candidates for Normal School on Thursday, June 20, beginning at 8 a. m.

3. Close High School on Thursday, Friday, and Monday, June 20, 21, and 24, that the teachers have time to examine the papers of candidates for the High School.

4. Examination of High School on Tuesday and Wednesday, June 25 and 26, at 10 a. m.

5. Examination of Normal School on Tuesday, June 25, at 10 a. m. Examination of Normal graduates for teachers' certificates Wednesday, June 26, commencing at 10 a. m.

6. Closing exercises of Normal School, Thursday, June 27, at 10 a. m.

7. Closing of all primary divisions on Thursday, June 27.

8. Closing of all grammar divisions of schools upon Friday morning, June 20.

9. High School graduating exercises on Friday at 2 p. m., June 28, at the First Baptist Church, on Wabash avenue, near Hubbard court.

10. Board meeting for the election of teachers, and for admission to High and Normal Schools, Friday evening, June 28.

The following resolution was adopted, at the meeting of the Board, June 4 :

*Resolved*, That in the next school year there shall be no distinction in the salaries paid to assistant teachers in the primary and grammar grades of the schools.

The wisdom of this lies in the fact that primary pupils are not so well taught as they should be, and that grammar grades are too well taught at the present time; that is, too much labor is lavished on grammar pupils on account of the sharp competition of the several schools. Bad teachers cannot float in the grammar department, but they have wonderful buoyancy in primary divisions.

The number of writing spellers, slates, letters, business forms, and examination papers, which a grammar teacher must examine and correct in a year is simply appalling. In fact, our teaching in grammar grades is frightfully efficient. We are not a corps of teachers, but an army of proof-readers. And of all duties, this endless proof-reading is the most destructive to a teacher's health. It goes straight to the spinal marrow as alcohol to the brain. Marking a pile of papers has an effect on the back-bone similar to a fall from a third story window. So the marks of their year's work are to be seen in our teachers' faces in the district, and well-defined stages of emaciation. Every school works hard to make every other school work a little harder. Competition runs too high. It is worse than horse-racing. We are members of a society for mutual homicide. This killing work, too, is self-imposed. Our superiors or patrons do not demand it. The principals are responsible for it. They bring upon themselves insomnia and cerebro spinal meningitis, concocting questions to astonish their assistants; and the latter are in danger of St. Vitus' dance from trying to anticipate the posers. Our teachers wear out too quickly, and the only good that results is precocity in our pupils, and a degree of information that would come in good time at an easier rate of educational speed.

Next year it would be well to form a society for the promotion of longevity in teachers. Each teacher should bind himself to have written spelling only once a week, and written examinations but once a month, and in only one study. Any one breaking the rules of this pedagogical trades union, should be styled a "rat." Recently, teachers had to be prohibited from calling their pupils together for instruction at any other than school hours. Inebriate, poets, lunatics and teachers are the only people that require protection against themselves.

Any impulse that tends to elevate mankind, at the expense of self, is a species of madness—a gradual suicide. The poet is mad; the great musician is mad; the missionary is mad; the scientific hair-splitter is mad; and the born teacher is the maddest of all. It is your thoroughly selfish man that is politic and sensible.

We have some teachers, however, who do not kill themselves with work. They are few, but to be found in every school. Sometimes they do little; generally, nothing. They were invented by Providence, and put into our schools to allow the children to rest; to let the pupils' minds lie fallow for a season. This would be well but for the fact that those fallow minds produce a growth of weeds impossible to extirpate. These do-nothing teachers make the work of the hard workers harder; but they themselves have a glorious time. Nothing is needed but harps in their pupils' hands to make their division rooms working models of Paradise. We have no fear of offending them; for they never take an educational journal. The philosophy of teaching is not in their grade.

Notwithstanding the fire, the number of candidates for admission to the High-School is very large this year, the Skinner School presenting between 40 and 50, and the Brown between 50 and 60. Our schools are rising in favor each year, and the appropriation for their support is made with marked cheerfulness. Four new buildings will be ready next September, to replace some of those destroyed in the fire, and it is proposed to sell the Scammon School lot for business purposes and provide accommodations for children of that district elsewhere.

At the last meeting of the principals' association, the Superintendent made the following significant statement: "I have purposely omitted all reference to corporal punishment in the Revised Course of Instruction, since we have so little need of that mode of discipline. We are about giving the world an example of a city in whose schools corporal punishment is allowed, but never practised. Forbidden, we might be obliged to resort to it, but allowed, we can dispense with it entirely."

This state of things was brought about by the determination of teachers, during the past few years, to throw the responsibility of a child's conduct, in school and out of it, upon the child's parents, and to punish violent disobedience by temporary suspension from school. The plan works well, and no teacher who has for a long time avoided using the rod, could now be induced, by any means whatever, to revert to the practice of whipping. In a large city, with so many children clamoring for seats in the school's, it were worse than folly to do with a stick what is much more gracefully and effectually done with a scratch of the pen. Suspended children do not go to destruction, as it was at first supposed they would do; but they go to the office of the Board of Education, and are re-instated in school quite as soon as their own good, and the welfare of the school, demand. We have better order now than we had in the days when the principal was used as a thrashing-machine; for "the master's eye does more work than both of his hands could do."

*Christian County Normal School.*—The third session of the Christian County Normal School will commence at Taylorville, Illinois, Monday, July 22, 1872, and continue six weeks. Special attention will be given to the professional training of teachers in all the branches, required by law, to be taught in the Public Schools. Qualifications of teachers under the new law. In addition to the branches now required by law, applicants for teachers' certificates must be examined in the elements of the natural sciences; physiology and the laws of health. Tuition: Gentlemen \$6; Ladies \$5. Competent instructors will be employed. Boarding can be had in private families at reasonable rates.

*Macon County*—A school for the teachers of this county will be held in the High-School building, in Decatur, beginning Monday, August 12th, and continuing two weeks. Instruction will be given in all the branches required by law, methods of teaching, school economy, and in the school law. Immediately following the school will be held a County Teachers' Institute, beginning August 26, and continuing one week. Oscar F. McKim, Co. Supt. of Schools.

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### ILLINOIS NORMAL.

GOOD-BYE DINNER TO SEC. A.—A decidedly new feature is to be introduced into the programme of exercises for Commencement Day this year at the Illinois State Normal. A "Good-Bye Dinner" is to be given to the graduating class, immediately after the commencement exercises, in the University Hall. The dinner will be served in the large Assembly Room of the building, the desks being used as tables. Upon the platform will be spread tables for invited guests. A large committee from the students and faculty is at work, and it is proposed to have one of the jolliest, merriest times ever witnessed in Normal. The contract for the dinner has been awarded to Mr. Bateman, of Bloomington. Accommodations will be provided for 300. A few tickets remain unsold. Price \$1. Old students and others wishing to be present should send in their names immediately to Mr. Walter Lockwood, treasurer, or Mr. L. A. Chase, chairman of the committee. Seats will be reserved in the order of application.

## ILLINOIS STATE TEACHERS' INSTITUTE.

In presenting, as promised, a Programme of the work proposed for the next meeting, the Executive Committee and the Faculty of the Normal University extend their joint and hearty invitation to the teachers and school officers, of Illinois, to be present at the opening, Tuesday, August 13, at 8:30, a. m., and to continue, if practicable, through the session. Your presence will lend inspiration, your suggestions will add strength, and your reception of any good things said and done will cheer the workers specially appointed. The committee do not regard their labor as finished, but will continue to work for, and will gladly receive suggestions looking to, the most efficient results.

In addition to the exercises implied in the programme, evening lectures will be given by Drs. Bateman, Gregory, and Allyn.

The Topics named first on the right of the "Time Column" below will be presented at the opening of the institute; those that follow on the same lines will await the close of the former. In only four or five instances, however, has the exact number of exercises to be presented by each person named been determined. The greater importance of certain topics, in the present juncture of our school life, will give to these a larger share of the time than would be implied by finding one of the lines shared by two topics. Thus the Natural Philosophy will receive nine "hours," and "composition" but five.

An admission fee of three dollars will be charged, to meet the expenses of the institute. Board in private families ranges from four to five dollars a week.

Most of Miss Case's work will be given in connection with a class of small children. The session will continue three weeks.

## INSTITUTE DAILY PROGRAMME.

## MORNING. (JOINT SESSION.)

- 8.30 Devotions.
- 8.40 "Animals," W. B. Powell. "Needs of our schools," E. L. Wells.
- 9.20 "Pennmanship," A. H. Hinman. "Mental Science," R. Edwards.
- 10.00 "Singing," J. W. Cook.

## RECESS.

## HIGH-SCHOOL SECTION.

- 10.30 "Algebra," Thos. Metcalf. "Geology," D. C. Taft. "Chemistry," Dr. J. A. Sewall.
- 11.10 "Classics," N. C. Dougherty. "Graded Schools," Aaron Gove.
- 12.00 Dismission.

## GRAMMAR, AND PRIMARY-SCHOOL SECTION.

- 10.30 "Primary Instruction," with class-drill, Miss Gertie Case. "Botany," Dr. J. A. Sewall.
- 11.10 "Physiology," R. Edwards. Reading, J. W. Cook.
- 12.00 Dismission.

## AFTERNOON. (JOINT SESSION.)

- 2.30 "Natural Philosophy," E. C. Hewett. "Composition," A. Stetson.
- 3.10 "Physical Geography," E. C. Hewett. "Drawing," ————
- 3.50 Miscellaneous.—Queries, Discussions and Business.
- 4.30 Dismission.

It is expected that on Thursday and Friday, August 22d and 23d, Dr. Bateman will hold an examination for State Certificates.

THOMAS METCALF, For the Committee.

It would be a nice point for a debating society to decide whether the inventor of a stanza or of a tucking attachment to a sewing-machine does the more good in the world; but certain it is that many ambitious authors of astronomies and Greek grammars have failed to achieve the celebrity that Mr. Wilder has attained through the mystic ingredients of his black board surface. John Jones's Grammar died ere it was born, but Wilder's Liquid Slating is used everywhere. Such is fame.

### MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The next annual meeting of the National Educational Association will be held in the City of Boston, Mass., on the 6th, 7th, and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments. The exercises will be held in the Lowell Institute Hall and the Hall of the Institute of Technology.

#### GENERAL ASSOCIATION.

1. Methods of Moral Instruction in Public Schools, by Dr. A. D. Mayo, Cincinnati, O.
2. The Co-Education of the Sexes in Higher Institutions.  
[President White, of Cornell University, will present this topic, if other duties permit him to attend the meeting.]
3. Compulsory School Attendance, by Newton Bateman, State Supt. Pub. Instruction, Ill.  
Discussion to be opened by J. P. Wickersham, State Supt. Com. Schools, Pa.
4. The Examining and Certificating of Teachers, by John Swett, Ass't Supt. Schools, San Francisco, Cal.
5. System of Normal Training Schools best Adapted to the Wants of Our People—Report by Wm. F. Phelps, Minn., Ch'n of Com.
6. The Educational Lessons of Statistics, by Hon. John Eaton, Jr., National Commissioner of Education.
7. Drawing in the Public School, by Walter Smith, State Director of Art Education, Mass.
8. Comparison in Education, by John D. Philbrick, Supt. Pub. Schools, Boston.

#### ELEMENTARY DEPARTMENT.

Miss D. A. Lathrop, Cincinnati, O., President.

1. Objective Teaching—Its Scope and Limit, by N. A. Calkins, Ass't Supt. Schools, New York City.
2. English Grammar in Elementary Schools, by M. A. Newell, Principal of State Normal School, Baltimore, Md.
3. Instruction in Science in Elementary Schools. ————
4. Adaptation of Froebel's Educational Ideas to American Institutions, by W. N. Hailman, Louisville, Ky.

#### NORMAL DEPARTMENT.

C. C. Rounds, Farmington, Me., President.

1. The Proper Work of the Normal School, by J. C. Greenough, Principal State Normal School, Rhode Island.
2. Professional Training in Normal Schools, by T. W. Harvey, State School Commissioner, Ohio.
3. The Normal Institute, by A. D. Williams, Principal State Normal School, Nebraska.
4. Normal Work among the Freedmen, by S. C. Armstrong, Hampton, Va.
5. Model Schools—Their Uses and their Relation to Normal Training.

#### DEPARTMENT OF SUPERINTENDENCE.

John Hancock, Cincinnati, O., President.

1. The Extent, Methods, and Value of Supervision in a System of Schools, by H. F. Harrington, Supt. Schools, New Bedford, Mass.  
Discussion to be opened by J. L. Pickard, Supt. Schools, Chicago, Ill.
2. The Early Withdrawal of Pupils from School—Its Causes and Remedies, by W. T. Harris, Supt. Schools, St. Louis.  
Discussion to be opened by A. P. Stone, Principal of High School, Portland, Me.
3. Basis of Percentages of School Attendance—Report of Committee.

## DEPARTMENT OF HIGHER INSTRUCTION.

D. A. Wallace, Monmouth College, Ill., President.

1. College Degrees—Report of Committee, Pres. D. A. Wallace, Chairman.
2. Greek and Latin Pronunciation—Report of Committee, Prof. H. M. Tyler, of Knox College, Ill., Chairman.
3. The Method of Teaching Physics by Laboratory Practice and Objectively, by Prof. Ed. C. Pickering, of Boston.
4. Modern Languages—Their Place in the College, College Preparatory, and Scientific Preparatory Courses, by Pres. J. B. Angell, of Michigan University.
5. How to Teach English in the High School, by Prof. F. A. March, of Lafayette College, Pa.
6. General Education as a Basis of Professional Training, by Prof. John S. Hart, of Princeton College, N. J.

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions, are requested to come prepared to express well-matured opinions in the fewest possible words.

Considerable difficulty has been experienced in making satisfactory railroad arrangements, but it is expected that at least two of the through lines from the West will agree to sell round-trip tickets at reduced rates. The arrangements will be announced as soon as completed. The local committee reports that nine good hotels agree to entertain guests at reduced rates—varying from \$1.50 to \$3.50 a day.

S. H. WHITE, Secretary.

E. E. WHITE, President.

NOTES.—Rev. Thomas Cogswell Upham, for almost fifty years Professor of Mental Philosophy, &c., in Bowdoin College, died in New York on the 2d of April. Dr. Upham was best known for his text-book on Mental Philosophy.—Immense quarries of soap-stone and serpentine marble, of the finest quality, have been found near the eastern entrance of Hoosac Tunnel. The stone is so situated in reference to the railroad that it can be quarried and placed on cars at so small a cost as to make competition well nigh useless. The quantity is inexhaustible, in fact, the whole of the immense bluff seems to be pure stone which has waited these long ages for a railroad and a market.—The ice on the Connecticut river at Turner's Falls broke up April 11th: for 135 consecutive days, it had been strong enough to answer the purpose of a bridge.—A car load of fresh roll-butter, 20,328 lbs. in weight, arrived in New York about the middle of April; the journey had occupied 23 days.—The Princeton High School began its spring term with 175 pupils; more than ever attended at a spring term before.—President Mark Hopkins, of Williams College, has resigned his position after a long period of service; he will remain in the Institution as a teacher. President Hopkins will be succeeded by Paul A. Chadbourn, a graduate of Williams, and former professor in the College.—T. Buchanan Read, the painter and poet is dead; he was only fifty years old. The best known of his poems is "Sheridan's Ride;" but "Drifting" is no doubt, by far the most artistic, as it is certainly the most beautiful.—No University has been established in Germany for the last half century. Their plan is to strengthen those they have rather than to found new ones. Thus, by concentrating their means, they have been able to make their Universities model institutions. *Vidette*.—Quetelet's Statistics of crime in France and England show, that in the former country, out of one hundred criminals, sixty-one could not read or write, twenty-seven could read imperfectly, and only twelve could read and write well. In England, thirty-six could not read at all, sixty-one could read and write imperfectly, and only three could read and write well.—Brain-work costs more food than hand work. According to careful estimates and analyses of the excretions, three hours of hard study wear out the body more than a whole day of severe physical labor. Another evidence

of the cost of brain-work is obtained from the fact, that though the brain is only one-fortieth the weight of the body it receives about one-fifth of all the blood sent by the heart into the system. Brain-workers therefore require a more liberal supply of food, and richer food, than manual laborers.——The St. Gothard tunnel is now the great engineering project in Europe. The success of the Mt. Cenis tunnel has aroused the fears of Switzerland and Germany regarding the future of the Asiatic trade. In order, therefore, to be on an equal footing in this respect with France, it is proposed to pierce Alps near the St. Gothard Pass. The estimated cost is \$37,000,000; the tunnel will be twice as long as the Mt. Cenis, and the rocks are much more difficult to manage, but it is thought that with the experience which has been gained in other works, it can be constructed in a much shorter time than was required for the Mt. Cenis tunnel.——

In Saxony the children of the lower classes are compelled by law to attend the evening schools for three years during the time they are apprenticed to a trade. The education of such children is thus forced beyond the mere rudiments, and Saxony, hitherto in the van of educational movement, promises still to hold her place.——The great stone monuments of England, like Stonehenge, are supposed by Mr. James Ferguson to be military trophies, erected in the time of King Arthur, on the battle-fields, by the victorious armies. *Scribner for June.*——Messrs. G. & C. Merriam, the Publishers, recently filled an order for 16 copies of Webster's Unabridged, from Colombo, capital of the island of Ceylon, in the East Indies. During May, they had two orders from Japan, one of 80, and one of 36 copies; also, one of 12 copies from Constantinople; 99 copies also went to the China and Japan market in April, from San Francisco. Webster's Speller keeps up its sale of nearly one million copies per annum. The actual number for the past year was 979,204.—*Springfield Republican, June 5.*

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## BOOK TABLE.

We have received the Illustrated Catalogue for 1872-73, of J. L. HAMMETT, manufacturer, publisher and bookseller, Boston, Mass. There is nothing of which we can think, that the school-room needs in the line of apparatus, furniture or books, but what can be found in Mr. Hammett's catalogue. This is well worth the attention of teachers and will be sent to any address on receipt of ten cents. This firm also send out a classified retail price list that is convenient for reference. Address, 37 and 39 Brattle street, Boston, Mass.

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## PERSONAL.

C. D. MARINER has just closed his second year of successful teaching at Byron, Ogle county. He will not remain another year.

Prof. ALBERT HOPKINS died at Williamstown, Mass., May 27th. He had been Professor in the College for more than forty years, and was most highly esteemed as a thorough teacher, and an earnest, upright man; he was a brother of Pres. Mark Hopkins, for so many years the head of Williams.

W. H. V. RAYMOND resigns the superintendency of Cairo, Ill. schools at the close of the year.

P. R. WALKER leaves Creston, where he has been since 1861, except three years in the army, to take charge of schools at Rochelle, Ill.

A. J. BLANCHARD is superintendent of Galva, Ill. schools for 1872-3.

Changes will take place at Freeport, Amboy, Centralia, Ill.

W. F. BROMFIELD leaves Mendota for Tuscola, Ill.

J. R. MCGREGOR leaves Heyworth for Mendota, Ill.



## **PERIODICALS.**

*Peterson's Magazine* for July more than maintains its old pre-eminence. Its principal engraving is a steel-plate, "Mother's Darling," one that will go to every woman's heart. The stories are unusually good, even for "Peterson." Among them is "When we went Yachting," by Frank Lee Benedict, with a capital illustration, a spirited tale in this popular author's very best vein. Then there is "Her Modern Pickwick," by Daisy Ventnor, and "My Ideas About Free Love," as good as anything of the Widow Bedott. "Miss Vernon's Choice," is a story of great power, by Fanny Hodgson, one of those first-class writers whom "Peterson" monopolizes. The fashions in this magazine are always the latest, and, what is as necessary, the prettiest. "Peterson's" is the only lady's book left that gives colored steel fashion-plates, and the one in the July number is a miracle of beauty. Every lady ought to have this magazine on her centre-table. The price is only two dollars a year, with great deductions to clubs; it is, in every sense, *the cheapest and best*. Now is a good time to subscribe, as a new volume begins with the July number. Address, CHAS. J. PETERSON, 306 Chestnut Street, Philadelphia.

The July number of "*Old and New*," issued June 15, will repeat the highly successful experiment of last year, and will be an EDUCATIONAL NUMBER. It will contain a graphic account of life at the famous Round Hill School, established and conducted by George Bancroft and Dr. Cogswell; a comprehensive view of the whole range of instruction now given at Harvard University; other papers upon topics of educational importance, and a College Directory, giving the name, locality, course of study, faculty and number of students of 175 or more of the principal collegiate institutions of the United States—being an extremely convenient reference-list. Mailed, post paid, on receipt of 35 cents, by the publishers, Messrs ROBERTS BRO'S, Boston.

Every teacher should be a careful reader. It will be very well for him to divide his reading into two kinds; first, that which is *professional*, having a direct bearing on his work, either in giving him information respecting the subjects he is called to teach, or in enlarging his knowledge respecting the philosophy and history of education; second, such *general* reading as shall increase his knowledge of science, politics, religion, general literature, &c.

The June numbers of four leading magazines of the day lie before us; we have examined their rich contents with much interest, and have been almost surprised to observe how large a part of each of them is of special interest to the thoughtful, intelligent and earnest teacher. We propose to call the attention of our fellow-teachers to these articles especially, constituting, as they do, a most valuable collection of reading of the class first mentioned above.

In the *Atlantic*, we notice first Mr. Parton's article on "Jefferson in the Continental Congress." It has rare merit in giving a vivid and close view of the prominent men of that trying time, especially of the author of the Declaration; it is very entertaining, moreover, as all Mr. Parton's writings are. The papers on "Recent Literature" are such as no one who wishes to keep up his acquaintance with new books will wish to lose. The article on "New books on Science" is very valuable. Some sensible words on "Politics" complete the number; the page on the "Labor Question" seems to us especially worthy of attention.

*Harper's*, as usual, is particularly rich in illustrated articles, having a geographical value; we observe no less than four of this kind;—"The Gambling spas of Germany," "The Mountains" of Virginia described and illustrated by "Porte Crayon," "California," an excellent account of the building of the Central Pacific Railroad, and the "Hebrew Exodus," accompanied by a map, and describing the Sinaitic peninsula. We mention also, as well adapted to the teacher's wants, "The Republican Movement in Europe." The "Literary and Scientific Record" is full and valuable. It will do the teacher no harm, after a hard day's work, to laugh at the funny things in the "Editor's Drawer."

The *Galaxy* opens with Justin McCarthy's article on "Sir Charles Dilke and the English Republicans," which gives a very clear idea of this gentleman, and of the sentiment in England favoring a Republic. The first few paragraphs present the House of Commons in the character of a bear-garden, or better of a barn-yard. The article on the "English at Home" will profit a teacher in more ways than one. The article on "Modern Languages in American Colleges" deals temperately with a much vexed question, rather leaning to the present popular side. "Scientific Miscellany" and "Current Literature" are instructive and interesting, as usual.

*Scribner's* has two illustrated articles, entertaining and instructive to the teacher,— "Traveling by Telegraph," and "Warwick Castle." The former describes curious scenes in our own country, and the latter, one of the most interesting historical buildings in England. The paper on "The advance of population in the United States" presents a somewhat novel view of the subject, but one well worth attention. The criticism on "Mr. Lowell's Prose" seems to us strained and far-fetched in parts, but it will have its use. We testify to our appreciation of "Nature and Science," by large extracts on another page. The teacher interested in "Roses" will find something worth reading about them; the explanation of the "Metric System" is just in the line of the teacher's work, and the Book Reviews compare well with those in the other magazines.

We see not how the teacher can well dispense with any of these periodicals; and altogether they cost but a trifle, especially if ordered in connection with a teacher's Journal,—the *SCHOOLMASTER*, for instance.

*The Minnesota Teacher* for May opens with an article which we are sorry, ashamed and indignant to see in a teachers' magazine. It is nothing more nor less than a part of the effusion in the *Advance*, to which we have already paid our respects. To be sure, the *Advance* is not named, and only a part of the article is quoted ostensibly; but there is not an *idea* presented that is not borrowed from Chicago, and often the language is taken as well. Of course, we feel no responsibility in the matter; but, for the sake of the profession, we should be glad to see the managers of teachers' journals, if they must borrow the products of other brains than their own, draw from our friends, rather than from those who have not only shown that they are our enemies themselves, but at the same time, like Pilate and Herod, are making friends with the most bitter opponents of our schools, our government, our liberties and our religion. If it be true, as is claimed, that this journal goes, by authority of law, to all the School District Clerks in the State, we would suggest that here is a matter to which law-makers and taxpayers in Minnesota should give attention.

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Andrus Brothers.....	14	do. do. do.	3d page cover.

School Boards building or seating houses this season will forward their interests by corresponding with the establishment of A. H. Andrews & Co., Chicago. (See advt.) Everything of best quality can be obtained there.

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

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## *ADDRESS TO SCHOOL PRINCIPALS.*

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Education is the art of urging and guiding the growth of the human mind. It is measured, not merely, or even mainly, by the amount of knowledge it brings in, but by the amount of power it brings out. It educes the hidden energies of the soul, strengthens them and multiplies and facilitates their application to various tasks of life, as the air, the earth, the water educe the flower from the buried seed and evolve from the acorn the sturdy boughs and massive foliage of the oak. It is not mere physical advantages that have gained or that can attain for our country its political privileges. We must look to education, and to other moral causes, then, as determining, to some extent, yes, to a large extent, the future history of our land. Education is, like the vegetation of our earth, of varied nature. Much of it is like the waving harvest that fills our garners and piles our boards with plenty, and much too is like the rank ivy, hastening the decay it seeks to hide, and crumbling into speedier ruin the edifice it seems to adorn and beautify. Which of these the education of the present and of the next generation shall be, depends largely upon the work which the autocrats of the school rooms of our land, from the modest country school house, to the halls of the university, shall do. No one then who is worthy to be ranked among the educators of our land, or who is entitled to wear the pedagogical toga, and who realizes as he ought the importance of the teacher's work, will fail to use all the means and appliances in his power, to brighten up his armor, and to nerve him for the fight; hence this meeting to-day.

We meet after our year's work to take heart and to gather strength for our labors in the coming months of the year before us, and as we stand here on this dividing line between the years, it may be well for us to pause and glance

in either direction, to review the past and plan for the future. It is profitable to review. Our failures of the past may stimulate us to redeem them in the future, and our former successes may encourage us to the achievement of greater ones in the coming year. This work of ours should be a conscientious work. It should be a matter of stern principle with us. Much, very much, of the censure and complaint against our schools is due to the spirit of indifference manifested by too many of those wearing the teacher's garb; indifference to the individual and general good of our pupils. Is there not a tendency among us as principals and superintendents, to lose sight of the individuality of the children, and to treat them too much in masses? An article in the last number of the *SCHOOLMASTER* pleased me much, where the writer discussed the necessity of the study of the characters and disposition of the children in order to do the best work as a teacher. The conscientious, earnest, faithful teacher will, so far as possible, acquaint himself with the peculiar temperament, disposition and prospects of each individual child, and will to the utmost seek to temper his dealings with each one, as as those circumstances and conditions demand. Our schools are by some, styled machines. Now in the running of our machines have we allowed any tender thread to be broken, or any bud of hope to be destroyed, amid the clatter and whirr and friction of the machinery; or are there fragments of them besmearing the cogs of one wheel and the leaves of another, and do we go rattling on regardless of all these ruins? It has been a source of grief to me that so many of our teachers seem to ignore so entirely the laws that govern mind. There is only here and there one, who after reading an article on the development of mind, that can or does understand the laws there enunciated, or can digest them; and only occasionally do we find one who after listening to a discussion of this topic that can take those principles with him to his school-room, and make them the ruling, controlling power of his daily labor. There are wrecks of mind scattered all along our streets whose ruin has been caused by the unskillful handling of some heedless teacher; minds are tossed and tumbled about the school rooms of our land as though they were things of naught, instead of priceless jewels, to be trimmed and polished and fitted for use and ornament. We too often forget that in our work as teachers we are moulding the men and women of coming years. If we, fellow principals, have not this great truth, the true development of mind, burning and growing in our very natures, let us cultivate it until it becomes the motive power of our lives, and then let us instill it into the minds and work of our subordinate teachers. Every teacher should have somewhere in clear view, either over the entrance to his school building or inscribed on his desk or hanging upon the walls of his school room or what is best of all

engraved and stamped upon the very tablets of his heart, this motto: "*Our work is imperishable.*" Could we grasp this idea and give it power and life in our daily work, could we realize in our very souls that the boys and girls before us are indeed the future men and women of our land, there would be in our teaching more of soul and less of surface, more of heart and less of hollowness. The work of reform has already begun, the wave is rolling on, and speed quick the day when so many precious moments shall not be wasted and fewer young hearts crushed by our cruel methods of instruction.

But while the intellectual culture of the child is the ostensible work committed to our hands, there is yet another department no less important, which is the implied work of every teacher; that is, the moral training of the pupils. The present is no time for us to be silent and inactive upon this subject, when the Juggernaut of Intemperence, and the dark wave of profligacy are crushing and overwhelming thousands of the young. When there is a demand from many quarters for the repeal of the Sunday laws; when many are clamoring for the expulsion of the Bible from our public schools; when profanity is lisped by the prattling tongue of childhood; and falsehood and deceit are the common practice of the masses of our children, it is no time for the teacher to be silent. Then in reviewing the past year, do we find that we have rebuked profanity; that we have checked falsehood; that we have discouraged dishonesty and encouraged uprightness of word and of act, and in every possible and legitimate way, striven to elevate the morals of our pupils? I do not claim the school-room as the place to enforce one's peculiar views upon religious topics. I cannot fellowship the sentiment expressed a few days since, by a Massachusetts educator, that a teacher should inculcate his own religious belief; neither do I deem it the best plan to have a set time for giving instruction in morals; but this work should be continually interwoven with the daily drill, and enforced on the multitudinous occasions which present themselves to every teacher.

These obligations which I have thus far mentioned are those that belong more especially to the school-room. But our work is not circumscribed by the walls of our school buildings however spacious; there are innumerable little streams that flow from the teacher's desk to the hearts and homes of the community, and these should be fed from pure fountains. There is scarcely a member of a community, who wields so great an influence for good or evil, as the teacher who has, by his zeal and fidelity, found a place in the confidence of the people. And it is not his duty, privilege or *right* to shut himself up to the mere matter of instruction in the school. There are other interests that claim much of our attention. The Sunday School cause, the Temperance cause, and all the other general and local interests demand his

support, and to these he ought to give so much of his attention as his time and his strength will allow. The first class of duties ought to be done, and they must not be left undone. I am aware that in identifying himself with these interests, he will often be compelled to assume responsibilities, under whose weight he may well cry out, "Who is sufficient for these things?" But notwithstanding this pressure, and the oft wearied body and mind, we should still mingle in the scenes outside of our profession. We shall teach better for mingling fully among men in their various callings. The mere pedagogue is a very dry and withered plant. The genuine, old-fashioned, school-master look and walk can be detected at the first glance. I do not consider this the true mission of the teacher. He should be every inch a man—a man among men.

I have thus briefly spoken of some duties that belong to us as individuals, but our responsibility does not end here. We owe obligations to our communities, to our counties, to our State and to our country, in our associate and combined capacity. In our own towns we may organize in some form for united work and thus add to the efficiency of our labors. Our county institutes should have a happy co-operation from us. They may not always be just what we could desire; their management and plan may not suit us, and yet I deem them very necessary auxiliaries in our school work, and a very useful organization, worthy of our hearty support, at least of our efforts to make them better if they are not what we wish. We must remember that though the plans and methods there discussed and the suggestions there made, may seem old and hackneyed to us of larger experience, they may be to the younger and less experienced, matters of no little importance and often furnish a stimulus which is a great help to them in the first years of their teaching. Let us not then turn our backs with a sort of contempt upon the county institute and other county work, which may fall to our hands from time to time, but let us give our county Superintendent words of cheer and encouragement, and aid him in his work by our influence and our efforts in every proper way. But reaching out beyond these county organizations are our State Societies. Of these, as you know, there are two—both of which are worthy of, and should command our warmest and most hearty support. The Illinois State Teachers' Association has a noble record, and its history is one of which its founders, supporters, and the State may justly be proud. The gathering of more than four hundred of our teachers, as at Galesburg, at Ottawa and at Peoria sent abroad through all the States an influence for good whose value can scarcely be computed. Were there no other good result from them than the enthusiasm produced by the friction of so many minds engaged in the same work, and the encouragement and information

gained by becoming familiar with each others' trials, and triumphs, and failures, and successes; than the social privileges enjoyed on such occasions, even those were enough to demand from us our earnest support of the institution. But besides them, the *public* work of these meetings is such as to call for our commendation and encouragement; many excellent things for the school system of the State have sprung from the public discussions and business of these State gatherings and the interests of our schools still demand this influence. I speak here of this matter, because it has seemed to me that for the last two years the interest in the State Association has flagged somewhat; that there has not been that earnestness and enthusiasm which characterized the meetings of a few previous years. This ought not so to be. The cause of their decline ought to be sought out and removed and while our State is gaining in prosperity and in all the elements of material wealth and power, our school interests ought not to flag.

Then, there is our own Society, which, though last of this family, we should be exceedingly loth to call the least in importance or influence. It has already reached a prominence which was scarcely anticipated, I trow, by the friends themselves. In the language of my predecessor in office, "The object of this society is pure, unadulterated work." So may it be this year. May we go from this session with our zeal kindled to a flame, with an appreciation of our work wider and deeper than we have ever had before, and with an enthusiasm that shall cause every nerve to tingle with earnestness. The field which lies spread out before this society does not at all infringe upon the domain of the State association. There is a special work for us to do, composed as our membership is, of those who are required to take a more than ordinarily broad view of the educational field and to deal with the more general phases of the teacher's work. We can find a field sufficiently large and promising for us to cultivate; there are special topics to be discussed and special interests for us to guard and foster. While those other fields to which I alluded may not be neglected by us, this should receive our peculiar care, and to this our heartiest energies be given; and may the society grow and thrive, till in the magnitude and importance of its work, in the power of its influence, and in the amount of good accomplished by it, it shall tower above all other educational organizations in our State.

Allow me to *hint* at least, at one matter which I think of great importance in our efforts to aid both the State Association, and our own society, and that is the faithful and prompt fulfilment of any appointment or work which may be assigned to us. The success of these organizations depends largely upon the character of the exercises at their annual sessions, and if by failures or indifferent preparation the programme is not carried out, of

necessity very much of the efficiency is lost. Furthermore, when the executive committee call upon us for any work, let us respond to the call, if it be in our power to do so—and then, working shoulder to shoulder, we can move on and achieve success that will honor our societies and our State. There is one other interest to which I wish to call attention and that is, our State school journals. Of these also, there are two, and both well worthy of our support. I have the reading of several journals from other States, and when I peruse those from our own, I lay them down with a feeling of pride, that they are not a whit inferior, and are justly to be ranked among first class journals. The gentlemen who have charge of them are those in whom we have great confidence, and they should have our hearty co-operation. They need not only the \$1.00 or \$1.50 which covers the price of subscription, but words of cheer and words of contribution. When we consider the amount of good which a well edited school journal may accomplish, when we remember that their visits to the teacher's sanctum are welcomed every month by a large number of our co-workers, and that these visits are cheering and encouraging and profitable, we can readily see the necessity of doing all we can to give them efficiency and power.

It has no doubt been a gratifying fact to us all that two journals published in such close proximity, and occupying the same field for support, should still sail along so smoothly, with not even the appearance of wrangling. To us outsiders there has not appeared even a ripple upon the waters; they are as smooth as the surface of the mirrored lake. Let us then tell those editors God speed—and aid them with our hands, our heads, and our hearts, and use our best efforts to increase the circulation of these journals.

But going on still farther we find that there is a National work to be done in the field of education. When I read the other day in the *St. Louis Journal of Education*, a paper prepared by Prof. Gilman, of Yale College, for a Japanese official, as a digest of the system of popular education in the United States, I felt that it was a disgrace that we were compelled to send out to the world such a mongrel affair as representing the educational system of this great people. When reading also not long since in one of our Dailies that the Legislature of Georgia had refused to give aid and support to her public schools, it seemed to me that there should be some power somewhere to compel her to establish and maintain an efficient system of public schools. When I learn from various sections of our land that communities here and there, through parsimony or false economy are disposed to cripple and smother the interests of popular education, it would seem that there should be something more far-reaching and comprehensive than mere State laws. Ought we not, then, to use our influence to secure a national system of education,



which in all its essential features should be the same in all the States, something that other nations could recognize as something tangible and effective?

In these departments then that I have thus briefly mentioned lies our field of labor and certainly it is broad enough to satisfy the ambition of the most aspiring among us, and if cultivated well, it will yield a harvest plentiful and cheering. Our reward, however must not be sought in the few hundreds of dollars that may be paid us, and sometimes perhaps grudgingly, for our day's work, but in the consciousness that we are doing a good and noble work, and happy shall we be if when we shall have graduated from the school of life, we shall receive a diploma from the Great Teacher with the motto, "Well done."

E. C. SMITH.

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### *THE TEACHING OF THE FUTURE.*

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CHICAGO, May 21, 1882.

DEAR SCHOOLMASTER :—During the past ten years, the most wonderful improvements have been made in the theory and practice of teaching. From the time of Horace Mann to our last departure, the great mistake was in trying to improve methods of instruction, instead of improving the instructors; just as if mechanics were to spend their time patching up and lubricating old machinery, instead of improving themselves and inventing new ones; tinkering at the old hand-press, instead of devising the Bullock and Hoe. Although teachers ten years ago had a great opinion of themselves, they were very deficient in information. Not one in ten could teach music; not one in a hundred could compose a piece of music, or teach reading in conformity with the principles of physiology and elocution; and I knew them so ignorant of natural history as to call a caterpillar a reptile, and a whale a fish.

The first step in the right direction was shortening the daily session; the next, the appointment of competent teachers of teachers; the last, and best, the discharging of teachers unwilling to inform themselves in all branches of the liberal sciences, or unable to keep pace with the progress of the times.

The session now is three hours a day for primary pupils, and four for children in the grammar department. It was found, that to study diligently one hour a day was all that was needed in the lower grades, and all that children would do, no matter how many hours they were forcibly detained within the walls of the school-house; and that the old plan of keeping

children in school six hours a day, simply to determine which had the greater skill, the pupils in getting out of order, or the teacher in keeping them quiet, was a relic of the grossest barbarism. The minds of young children cannot endure a long strain, and enforced detention when they are not reciting and cannot study, would be a punishment to both teacher and pupil.

In the grammar department, such is the ability of teachers, that they go through an exercise in less time than was formerly taken up in fumbling with the leaves of text-books in looking for the place. Their familiarity with the subjects which it is their duty to teach is so thorough that text-books are entirely useless, and the disgraceful wranglings of rival publishing houses, and their contemptible tricks for introducing their books, are known here no more. You and I always knew that text-books were not needed by the pupil—their only use being to atone for the ignorance of the teacher. So now children learn from live teachers, not from dead text-books that ought to have been condemned long before.

Music is taught by each teacher in her own room; the pupils, singly, singing the exercises at sight, the teacher composing new harmonies as circumstances require. This method was invented by E. F. Whittemore in 1872.

There is a special teacher for writing in each school. He places his copies on the black-board, and pupils transfer them to blank-books. Scribe, and Spencer, and Thompson, and Babbit, as authors, are no more. Some are dead and others are teaching penmanship in the schools. Each teacher is an elocutionist. We have a corps of professors who give us two lessons a week; so we keep in constant vocal practice, as musicians find it necessary to do, who wish to excel in their profession. As a result the reading of our pupils is admirable, their voices being trained to a degree of sweetness and power which would drive people of the last decade wild with delight.

Arithmetic is taught by principles, not by erratic, disconnected problems, as formerly. One principle is matured before another is considered; then two or more are combined. What cost nine years' study formerly, is now accomplished in three years, the last year being devoted to review. Bret Harte's "Child's History of the United States" is in use; but teachers look mostly to Irving and Bancroft for their information. The writers and publishers of all other histories of the U. S. are in the insane asylum at Jacksonville.

For the study of geography, every school has a full supply of globes and outline maps. The information of the teacher supplies the rest.

While the teacher is giving a discourse, the grammar pupils take notes in short-hand and recite the substance next day. The teacher gives her au-

thority for everything she says; the pupils consult the same sources for information, and frequently correct the teacher's misapprehension of principles and facts. Joseph Medill, who was Mayor in 1872, is our teacher of phonic analysis. Grammar is taught in language lessons, such as appeared in the SCHOOLMASTER long ago; and the Shakspeare clubs of the teachers have produced a high degree of force and purity in their use of language. All nice grammatical distinctions are left to be taught in the High School.

Teachers are obliged to attend some exercise every afternoon. The course this year is the following: On Monday, Physiology; on Tuesday, Natural History; on Wednesday, Chemistry; on Thursday, Botany; on Friday, Music; on Sunday morning, Practical Morality; on Sunday evening, Astronomy. The course last year embraced Geology, Political Economy, Mental Science, Natural Philosophy, and Design. Next year our subjects will be Literature, Rhetoric, Comparative Philology, Philosophy of History, and Æsthetics. The languages and mathematics are mastered in our City Academy. After attending this course, teachers pursue their investigations singly, till their learning is fruitful; whereas, of yore, they let their education run to seed upon obtaining a teacher's certificate; for the long hours fatigued them beyond the power of self-improvement.

The churches, having long ago degenerated into mere assembly-rooms, wherein ladies exhibited the fashions, choirs performed operatic music, and orators gave novel and sensational discourses, are now closed; for the school fills all the purposes for which the church was instituted, and in the achievement of which it so signally failed. The organs were sold to establish a fund from which destitute children procure Gillott's 303 pens. The ex-clergyman have become teachers, and they succeed finely in the tenth grade; but the editors, who have of late sought our profession on account of its emoluments, very often get as high as the seventh. No lawyer has yet passed the required examination.

Our system of discipline is very simple; our platform is: "Children, behave or leave." It has been discovered that vicious children are as much out of place in the public schools as blind ones, or mutes, or idiots would be. When a teacher has not the character, or magnetism, to command the respect of her pupils, she is not now propped up in her place with a stick. On the other hand, it is no longer thought a teacher's duty to thrash out of a child's skin all the villainy he has inherited from his ancestors from Adam down. Nor is it imperative on a teacher to make a good boy of a youth, in spite of his parents and surroundings, in spite of the free and independent spirit of America, and in spite of the tone of modern society. Ten years ago, it was known that a clergyman would be invited to leave if he could

not fill his pews, that a lecturer would starve if he could not draw good houses, and that an actor would be sacked if he could not fill the bill; but a teacher who could not *hold* her pupils was given a rattle with which to make the little ones love her. But those days are past and gone.

The department of morals and manners is the most satisfactory of all in our present system. This result is owing to the grading of the same, of which the following is a syllabus:

#### MORALS AND MANNERS GRADED.

*10th Grade.* The proper use of Miss and Mrs., of Sir and Ma'am, and to prefix *please* to a request. Also, instant obedience. When a child cries for his mother, or disobeys his teacher, he is to be sent away as being unfit, in morals and manners, for the tenth grade.

*9th Grade.* Truthfulness, and the use of the handkerchief. Also, washing, combing, and hair-cutting. The application of water, soap and towel insisted on without any theoretical explanation. Saying "what," or "how" when questioned, interrupting, contradicting, speaking in presence of older persons without permission, staring at strangers, shaking, or nodding the head in reply, raising the hand, or snapping the fingers in recitation, forbidden.

*8th Grade.* Honesty, and lessons in walking. Care of dress-patches, buttons, cleaning boots, etc.—taught in theory. An awkward gait, swaggering, and slamming doors, forbidden. To look in the face of the speaker when addressed, and to halt, if running, when passing older people on the sidewalk, carefully taught.

*7th Grade.* Peacefulness and kindness to animals and new scholars. Screaming, whistling, calling after teachers and peddlers, mimicking, mocking, nick-names, and foolish laughing, when there is no joke, strictly forbidden. Blacking boots, the advantages of a good "shine." Hands in pockets and pantaloons inside boot-legs, wiping slates with coat-sleeves, forbidden.

*6th Grade.* Good language, and respect to superiors, especially teachers and policemen. Abruptness of speech and impertinence condemned. Wiping pens on hair forbidden. Care of finger-nails. Spit-balls and gum-chewing capital offences.

*5th Grade.* Friendship and self-denial, and brushing teeth. Tattling and selfishness discouraged.

*4th Grade.* Modesty in girls, the control of the temper in boys, polite forms of salutation, and review of personal habits as taught in primary grades.

*3d Grade.* Liberality among the descendents of different sectarians, and charity towards foreigners. Expressions like "Pardon me, sir," encouraged, and evasive and curt replies forbidden.

*2d Grade.* Patriotism. Liberty, as distinguished from license. Common politeness continued.

*1st Grade.* Natural and proper association of the sexes, and taste in dress. Flirtation discountenanced, and mawkish bashfulness corrected.

*High School Class.* Etiquette at table, in company, among pedestrians and equestrians, in public conveyances, and at places of amusement.

*High School.* Dancing and Moral Philosophy.

J. MAHONY.

P. S. All questions touching the teaching of the future, should be addressed to the SCHOOLMASTER, together with one dollar for a year's subscription to the same, and in time they will be answered.

J. M.

## IS A DEGREE OF LATITUDE LONGER AT THE POLES THAN AT THE EQUATOR?

The idea generally obtained from books of Astronomy and Geography, is certainly in favor of the affirmative of this query; since they assert that a degree of latitude increases as we travel from the equator toward the poles. Therefore, we infer that the degrees are longer at the poles, than at any intervening point. They also define latitude as "Distance north and south from the Equator, measured on a Meridian."

Now, it is an established fact, that if we were to travel from the Equator to either pole, we would pass over  $90^\circ$  of latitude, which would carry us one fourth the distance round the earth, and likewise elevate the polar star from the plane of the Rational Horizon to the Zenith. Either of these conditions will measure  $90^\circ$  for us.

But which is the correct basis for the measurement of the distance traveled; or for measuring any portion of it? If we continue to travel entirely round the earth, we will have passed over precisely  $360^\circ$ , which is the number of degrees formed about any point as a center. This measurement still coincides with the observations made upon the polar stars. And the next inquiry is, did these methods of measurement ever differ? We know that if we had passed over the circumference of a circle, in going round the world, there never would have been any difference between the degrees measured at the center of the earth, and those measured by the elevation or depression of the polar stars. But we *did not* pass over the circumference

of a circle in our travels, because the earth is flattened at the poles; hence the curvilinear figure thus generated takes the form of an ellipse; therefore, we have no right to infer that these bases of measurement will agree at all times.

The argument "that a degree is longer at the poles, than at the equator, because a greater distance must be passed over, to elevate the polar star one degree, when on this flattened surface," is evidently based on the hypothesis, that this flattened surface is *the arc of a circle*, greater in diameter than that of the earth; while in reality it is part of an ellipse, having for its transverse axis the equatorial *diameter* of the earth, and for its conjugate axis, the *axis* of the earth. We believe at the center of the earth is the proper place to measure degrees of latitude; because all astronomical measurements, with regard to our earth, are made on the basis of angles at the center. The Parallax, or position of any heavenly body when viewed from the center of our earth, is the first essential, in making our calculations. The inclination of the earth's axis to the plane of the ecliptic, is evidently an angle measured at the center of the earth; and the Tropics are therefore located  $23\frac{1}{2}^{\circ}$  north or south from the equator, by this measurement. But there is  $23\frac{1}{2}^{\circ}$  of latitude from the equator to either Tropic. Hence, latitude, in this instance at least, is measured by the degrees of an angle, formed at the center of the earth. Supposing then, that degrees of latitude are measured at the center of the earth (which supposition alone is compatible with a mathematical treatment of angles) and knowing that when measuring latitude on the surface, we are measuring distance on an elliptical curve, the distance which shall be passed over to make a degree, must be such as will contain that portion of the earth's surface between two lines which emanate from the center at an angle of one degree. And this distance will be shortest when measured nearest the vertex of the angle; which place is at the poles, because they are the nearest points of the earth's surface to its center. Therefore, a degree of latitude is shorter at the poles than at the equator.

OAKTOWN, IND. .

J. T. HAYS.

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THE ROOT OF THE EVIL.—"Doctor," said a wealthy patient to his physician, "I want you to be thorough—strike at the root of the disease!" "Well, I will," said the doctor, as he lifted his cane and brought it down hard enough to break into pieces a *bottle* and glasses which stood upon the sideboard. It was his last professional visit in that house.

# LANGUAGE LESSONS FOR INTERMEDIATE OR PRIMARY SCHOOLS.

## LESSON XXIX.

### COMPOUND WORDS—THE HYPHEN.

Pronounce at least ten compound words, and let the pupils write them on their slates.

The pupils should be led

- (1) to see the nature of these words;
- (2) to discover and say that each is made of two or more other words;
- (3) to give other compound words, and separate each into its parts;
- (4) to form compound words of simple words given them by the teacher;
- (5) to discover, by reference to their books, how compound words are written.

Tell the pupils, if they do not know, that these words are called compound words, and let them make and write a definition for a compound word.

Let the pupils

- (1) re-write the list of words on their slates and make the necessary corrections;
- (2) spell each word orally, and give the hyphen as a part of the spelling;
- (3) select all the compound words contained in certain lessons named;
- (4) practice until they can readily form, select and define compound words.

## LESSON XXX.

### BASE WORDS—DERIVED WORDS.

#### REVIEW PREVIOUS LESSON.

Pronounce to the pupils several base words,—as *thick*, *dark*, *hope*.

Let the pupils

- (1) form from each of these as many other words as they can and write them on their slates;
- (2) compare the words thus formed with the compound words had in review;
- (3) state how a compound word is formed;
- (4) discover and state that the new words are formed by making additions to single words;
- (5) give name (foundation, base) to the word to which additions are made;

- (6) make and write definition for base word ;

After the pupils have been led to derive a name for the words they have formed from base words, they should be told that such words are called derived words, after which they should

- (1) make and write a definition for a derived word ;
- (2) make many derived words from base words ;
- (3) point out the base of many derived words ;
- (4) practice until they can readily distinguish, on the printed page, compound, from derived words ;
- (5) give meanings to the different words formed on the same base.

### LESSON XXXI.

#### SIMPLE WORDS—CLASSIFICATION OF WORDS.

Pronounce a derived word to the pupils and let them tell

- (1) what kind of word it is ;
- (2) how they know it is a derived word ;
- (3) with what kind of word they compare it, when they call it a derived word.

Pronounce a compound word to the pupils and dispose of it in like manner as far as possible. The pupils will discover that they have no name for the word with which they contrast a compound word. They should be told that it is called a simple word, after which they should

- (1) give and write definition for simple word ;
- (2) practice until they associate simple with compound words, and base with derived words.

Pupils too seldom know what they have seen on the page after they have read it. They are very careless and indifferent lookers-on. The work of the last three lessons, given early in the reading course, will be found invaluable in training them to habits of close and quick observation.

It will also be found valuable as a preliminary step to a systematic study of word-building and word-analysis.

### LESSON XXXII.

#### THE HYPHEN—ITS USE IN DIVIDING A WORD AT THE END OF A LINE.

Pronounce a paragraph to the pupils and make it necessary for them, as they write, to separate the syllables of some of the words and place them on different lines.

This they will not know how to do correctly.

Do not tell them, but let them ascertain by referring to their books.

Let them copy, and write from dictation, until the habit is fixed.

Associate the two laws for the use of the hyphen.



*OFFICIAL REPORT OF PROCEEDINGS*

Of the Fourth Annual Meeting of the Illinois Society of School Principals, held at Princeton, Ill., July 9th, 10th and 11th, 1872.

The Society met at the High School building, July 9th, at 2 o'clock p. m., and was called to order by the president, Mr. E. C. Smith, of Dixon. The exercises were opened with prayer by H. L. Boltwood, of Princeton, after which the president gave an address.

A paper, "The Recitation, its objects and merits," prepared by President Edwards, was read by Mr. J. W. Cook, Pres. Edwards being unavoidably absent. Discussion of the above was opened by Mr. M. Andrews, of Macomb, and was continued by Messrs. Gove, Cutter, Roberts, Boltwood and others.

Mr. Gove moved that the section in the new school law in reference to the county superintendency, be taken up and discussed sometime during the meeting; carried.

Society then adjourned until 8 p. m.

July 9th, 8 p. m. Meeting called to order by the president.

On behalf of the committee appointed last year to confer with college presidents, to secure harmony between high schools and colleges in their courses of study, Mr. Roberts of Galesburg, made a partial report, stating that in that part of the State assigned to him—the country west of the Illinois river—he had been quite successful. The other members of the committee were unavoidably absent, and a full report could not be made.

The Society was then addressed by Rev. M. L. Williston, of Galesburg, on the subject "How shall we educate?" after which adjourned until 9 a. m. tomorrow.

Wednesday, July 10th. Called to order by the president. Devotional exercises led by Rev. Mr. Williston.

It was then moved that a committee on nominations be appointed; carried, and the following were appointed: J. V. Thomas, of Dixon; Aaron Gove, of Normal; M. Andrews, of Macomb; J. H. Broomell, of Chicago; Wm. Jenkins, of Ottawa.

Mr. A. J. Blanchard, of Galva, then read a paper on "The Demands of Morality upon our Public Schools." Discussion followed, opened by J. H. Freeman, of Polo, and continued by T. C. Swafford, of Oneida, and others.

Mr. I. Wilkinson, of Lincoln, next read a paper on "Examinations and Promotions." Mr. J. E. Dow, of Peoria, who was to open this discussion, was absent on account of sickness.

Mr. Boltwood read a paper on the same, prepared by Mr. J. H. Blodgett, of Rockford, who was also detained by sickness.

After the reading of this paper, the president announced that, by order of the Executive Committee, the subject in reference to the county superintendency would be taken up at 4:30 p. m., to-day. Discussion to be opened by Mr. Ethridge, County Superintendent of Bureau.

Adjourned until 2 p. m.

Wednesday, July 10th, 2 p. m. Called to order by the president.

A paper on "Evening Schools" was presented by B. R. Cutter, of Chicago, after which the subject was discussed by Cook of Normal, Etter of Bloomington, and Roberts of Galesburg.

After a short recess, Mr. Powell, of Aurora, spoke on the subject, "Teachers; their Qualifications and Studies." Discussion by Mr. Gastman of Decatur.

The discussion of the "county superintendency" was then opened by Mr. Ethridge, and continued by Mr. Etter of Bloomington, Mr. Gove of Normal.

Mr. Gove also moved that a committee of five be appointed to cooperate with a similar committee to be appointed by the State Association, in an effort to get the next legislature to restore the county superintendency to its former condition; carried.

Mr. Etter moved that the Executive Committee of the State Association be requested to place this question on their programme for next meeting; carried.

Mr. Hall, of Princeton, was appointed to assist those wanting teachers, in becoming acquainted with those seeking situations as teachers.

The committee to confer with the committee from the State Association was announced as follows: E. A. Gastman, Decatur; S. M. Etter, Bloomington; A. J. Blanchard, Galva; P. R. Walker, Rochelle; W. B. Powell, Aurora.

Society then adjourned until 8:30 tomorrow morning.

Thursday, July 11, 1872. Meeting was called to order at 8:30 a. m., by the president. Devotional exercises were led by Mr. Gastman.

Mr. Roberts moved that an auditing committee of two be appointed; carried. Mr. Cook, of Normal, and Mr. Seymour, were appointed such committee.

The committee on nominations reported the following as officers for the ensuing year: For President, H. L. Boltwood, Princeton; for Vice President, P. R. Walker, Rochelle; for Secretary, Wm. Brady, Marseilles; for Treasurer, B. R. Cutter, Chicago. Executive Committee—E. W. Coy, Normal; E. A. Gastman, Decatur; J. H. Freeman, Polo.

The report was accepted, and the secretary instructed to cast the ballot for the Society. The persons nominated were declared elected.

On motion of Mr. Roberts, Ottawa was recommended as the place of next meeting.

The minutes of Tuesday and Wednesday's proceedings were read and approved.

The following report of the treasurer was read and accepted:

B. R. Cutter in acct. with Ill. Society of School Principals, July 11, 1872.

DR.	Balance on hand from last year,.....	\$100 00	
	Rec'd Membership Fees,.....	29 00	\$129 00
CR.	Paid Nason's Bill,.....	\$107 00	
	Printing and Postage,.....	4 50	\$111 50
	Balance on hand,.....		\$10 50
Approved.	J. W. COOK, } M. L. SEYMOUR, }	Auditing Committee.	

Mr. O. S. Wescott, of Chicago, next read a \* paper written for the Chicago SCHOOLMASTER on "The Preservation of Insects," after which Miss Lovejoy of Princeton, entertained the audience with some select reading.

Mr. Boltwood conducted class exercises in reading—in Tennyson's Poems.

On motion of Mr. Roberts, a vote of thanks was tendered to the High School, for the use of the hall: to the local committee for their efforts in arranging for our very pleasant accommodation during the meeting, and to the Rev. Mr. Williston for his entertaining and instructive lecture.

On motion of Mr. Jenkins, the Society then adjourned, to meet for its next session at Ottawa.

J. S. McCLUNG, Sec'y.

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\* This paper will appear in the September SCHOOLMASTER.

## WHAT SHALL WE TEACH.

To the birch wielders of Du Page County, the SCHOOLMASTER is always a welcome visitor, all its sayings being looked upon as authority in our little educational world. We never refuse to swallow anything contained in its columns, although some of its ideas occasion fearful convulsions in the mental œsophagus, and facial contortions of the most complex variety. When your correspondents tell us of finishing Arithmetic or any other study in from six to twelve months, we believe it, of course; but somehow the picture of the ambitious potatoe vine will intrude itself upon our minds, and overshadow the pleasure of the discovery.

Said potatoe vine had undertaken the arduous task of creeping from the darkest corner of a deep cellar, out to the fresh air and glorious sunlight. Its only object in life seemed to be to reach a certain window, and to the attainment of that object it lent all its energies. The rapidity of its growth was really wonderful; it stopped for neither leaves, strength nor support; it attained the desired end, and then—withered and died.

Is it true that we must teach our pupils nothing but what they will put to actual use in after life?

We suppose it *is* true, and are willing to get inside the traces, and pull with might and main in the right direction. But it is so different from our preconceived notions. We have been accustomed to look upon the school-room as a sort of mental gymnasium, where every effort put forth by the mind only gave it the more strength to grapple with something still more difficult.

We have been accustomed to look upon the weeks, months, and even years, spent by the musical student in practice upon the scale as something absolutely necessary to his complete success.

Now, however, we are ready to believe that the right thing to do is to bang away at an opera or an oratorio, as soon as he has learned his letters.

What a glorious theory! What years of toilsome plodding will be avoided when we shall be able, Minerva like, to spring, fully armed, from the head of some modern pedagogue, and soar through the elysian fields of knowledge, without that terrible trial to lazy humanity—hard work.

Again, we have wondered what our brother can mean who would throw analysis to the dogs, and “beat the children at their own game.” We had always supposed it well to cultivate those mental processes called reasoning, and that they were to be preferred to the Yankee’s guess, even though he should guess right half the time. Upon the whole, we, in this dark corner of the State, are inclined to be a little conservative in our ideas, and to look with mistrust upon those who would drop *all* “*old*” methods, and rush frantically into the arena, clothed in their one-idea garment, and thereby hiding a multitude of weaknesses and inconsistencies.

Still, we are always ready to learn, and most heartily rejoice that the SCHOOLMASTER is abroad in the land. We are inclined to think that when we have more real men and women in the field, and less apologies for such; more actual work, and less talk; more industry, and less egotism, very little need then be said about methods.

The true teacher will as naturally gravitate into the right way as the planets to their orbits around the sun.

G. H. T.

## **EDITOR'S DEPARTMENT.**

The office of County Superintendent of Schools, in Illinois, is virtually abolished, by the enactment of the school law. No county can expect, after the present terms of office expire, to have efficient superintendents. We have not time or space to enter into an argument here. We are sure, however, that the majority of our legislators, in doing away with the office, did so under a misapprehension of facts. Every one interested in the welfare of the Commonwealth should agitate this question, whenever possible, in the presence of the men who are to compose our next legislature. The cause of the outcry against county supervision is, doubtless, the inefficient manner in which it is done in some counties; *but*, is that a sufficient cause? We expect to say more on this question hereafter. In the meantime, the SCHOOLMASTER would be pleased to present one article to its readers from the pen of one who believes the office of County Superintendent in Illinois to be an unnecessary expenditure of talent and money. Let us hear from you.

The Society of School Principals held its annual meeting at Princeton according to announcement. We present the official record of proceedings. It has been our custom to publish a careful revision of the doings of this Society, that the members may have it in convenient form for reference. We also give the opening address of Mr. E. C. Smith, President.

George H. Stone, writing of Decoration Day at Andersonville, to the *Bloomington Pantagraph*, tells the following remarkable story:

It will be interesting to the survivors of the prison to know that "Providential Spring" still pours forth its clear, cold, sparkling water. Perhaps some of your readers may not know the history of that spring, and for their benefit I will give it.

One small stream flowed through the prison, supplying that vast crowd of human beings with water; but what was the condition of the water when it reached them? On the stream, just above the outer stockade, were camped the guards of the prison, numbering some 3,600; and in this stream they washed their dishes, clothes and bodies, and this water, charged with the filth of nearly 4,000 men, was all the poor wretches inside the prison could get to slake their burning thirst. At times the accumulation of filth almost dammed up the stream as it passed through the stockade.

When this nuisance was at its height, there came a rain by night, and in the morning it was discovered that a beautiful spring had burst its fastenings in the hill, and the water was gushing forth. The wail of despair from that vast multitude had reached the "Throne of the Most High," and their prayers had been answered. Not more wonderful or strange was the flow of water from the rock at the touch of Moses' rod.

From this time forth the supply of that precious fluid was abundant. Is not the spring well-named "Providential Spring?" How appropriate it would be to turn the water from the spring into the cemetery, and there have a fountain. We trust the idea will some day be carried out.

Some Nonsense. We cut the following from an exchange:

BEAUTIFUL ALLEGORY.—Mr. Crittenden, of Kentucky, was at one time defending a man who had been indicted for a capital offense. After an elaborate and powerful defense, he closed his effort with the following striking and beautiful allegory:

"When God, in his eternal council, conceived the thought of man's creation, he called up to him the three ministers who constantly wait upon the throne—Justice,

Truth and Mercy—and thus addressed them: ‘Shall we make man?’ Then said Justice: ‘O God, make him not, for he will trample upon the laws.’ Truth made answer, also: ‘O God, make him not, for he will pollute the sanctuaries.’ But Mercy, dropping upon her knees, and looking up through her tears, exclaimed: ‘O God, make him; I will watch over him with my care through all the dark paths which he may have to tread.’ Then God made man and said to him: ‘O man, thou art the child of Mercy: go and deal with thy brother.’”

The jury, when he had finished, were drowned in tears, and against evidence and what must have been their own convictions, brought in a verdict of not guilty.

What is there *beautiful* about this? That jury ought to have been indicted, and capitally punished. What kind of a government is that in which those in whose hands are the execution of the laws are nothing better than the slaves of feeling and maudlin sentiment? Of the same kind are the following silly remarks concerning the picture of Mrs. Fair, the California murderess:

“Those who have unjustly and vindictively condemned her in their hearts, look with surprise upon the womanly face, and hesitatingly turn away from it with a gentler expression of features, and for humanity’s sake, it is hoped, with more sympathy. Few men or women, possessed of heart and feeling, can look into the clear eyes of this picture, or upon the perfect features, revealing a sensitive nature and a woman’s soul, without being both merciful and charitable. The painting is a perfect likeness, save that the face, growing whiter and whiter in the damp cell of the county jail, is lined with care and suffering, and the impress of an agony few can realize, rests upon the features. The hands so often remarked for their symmetry in the picture, are emaciated and bloodless, and their courteous pressure welcoming the visitors who call is akin to death in its coldness.

There is much more of the same sort but we think we have given enough. Suppose the woman is fair in face as well as in name, should this blind us to her crime? Suppose she is languishing in prison; she is the undoubted slayer of a man who, to state the case strongly, had been no more guilty than herself. Such twaddle shows the other side of that state of affairs which leads to vigilance committees and lynch law. Have the teachers of the young no duty to perform in violation to these matters?

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A correspondent sends us the following criticism, which we think worth notice:

The volume of “Washington Astronomical and Meteorological Observations, 1869,” Appendix I, page 24, we read: “Taking the diameter of the earth to be 7,926 miles, that of the moon to be 3,963 miles, and the moon’s mass to be 0.0114 that of the earth, it can be shown that at an elevation of 6,120 miles above the earth’s surface, terrestrial gravity will be reduced to an equality with that existing at the moon’s surface. If we assume that the laws which govern the expansion of gases near the earth’s surface still hold at that altitude, Laplace’s barometrical formula will give for the atmospheric pressure there, 6–1040 of an inch of mercury, which will also be the pressure at the moon’s surface.”

Now, I submit that some one has been guilty of two grave errors here. In the first place, the semi-diameter of the earth is given for the moon’s diameter. In the second place, according to my hasty computation, the formula, 6–1040, corresponds approximately to the barometric pressure at a distance of 6,120 miles from the *center*—not from the *surface*—of the earth. Cordially yours,

J. T. M., JR.

## SOLUTION OF ARITHMETICAL PROBLEM IN JUNE NUMBER.

We have received several solutions which give correct results; the general faults are two, viz: the assumption of some number, or a use of equations, making the work in either case *Algebraic*, although not so in form; the solution of L. S. P., of Chatsworth, Ill., pleases us best. We give our own solution:

It is evident from the conditions that B's present age is the same as C's at the time of A's birth; again, it is evident that B's age at A's birth is  $\frac{2}{11}$ ths of his present age; hence, A's age must be  $\frac{9}{11}$ ths of B's. But if B were 4 years older, A's age would be  $\frac{9}{12}$ ths of B's; hence, 4 years must be  $\frac{1}{12}$ th of B's *supposed* age, or  $\frac{1}{11}$ th of his *real* age. Therefore, the ages are 36, 44, and 80 years.

We propose the following question, which is not difficult, but may give some of our correspondents a chance to think a little. The solution must be clear, and *purely arithmetical*;

I sell goods at a gain of twenty per-cent; had they cost me \$300 more, I should have lost twenty per-cent. by selling them at the same price. What was the cost, and what the selling price?

## EDUCATIONAL INTELLIGENCE.

## REPORT OF ATTENDANCE FOR JUNE, 1872.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
Chicago, Ill.....	26,781	20	24,847	23,369	94-5	.....	.....	J. L. Pickard.
St. Louis.....	...	...	.....	.....	...	.....	.....	W. T. Harris.
Cincinnati, O.....	27,621	25	19,931	18,973	95-2	3,686	.....	John Hancock.
Evansville, Ind.....	4,136	14	3,250	3,021	92-9	539	107	Alex. M. Gow.
Dubuque, Iowa.....	2,574	20	2,485	2,146	86-4	.....	.....	Thos. Hardie, Sec'y.
Terre Haute, Ind.....	2,066	19	1,960	1,830	93-3	581	772	Wm. H. Wiley.
Danville, Ill.....	825	10	718	654	91-1	154	315	J. G. Shedd.
West and South Rockford, Ill., }	1,100	20	1,028	956	93	259	314	{ J. H. Blodgett. O. F. Barbour.
Ottumwa, Iowa.....	598	20	496	439	94-2	135	97	L. M. Hastings.
Marshalltown, Iowa...	506	19	495	471	95-2	27	300	Chas. Robinson.
Macomb, Ill.....	568	19	540	514	95-4	65	279	M. Andrews.
Polo, Ill.....	473	10	423	414	97-8	27	339	J. H. Freeman:
Marengo, Iowa.....	374	...	354	.....	92-6	46	140	C. P. Rogers.
Toledo, Iowa.....	232	20	204	190	93-6	50	70	A. H. Sterrett.
Lyndon, Ill.....	101	10	93	87	91	28	38	O. M. Cray.
Maroa, Ill.....	118	5	96	83	86-4	15	62	Ed. Philbrook.
Creston, Ill.....	91	19	88	76	86-3	0	26	P. R. Walker.

CHICAGO.—The following is the scale of salaries for the next school year: Superintendent, \$4,000. Assistant to the Superintendent, \$2,400. Principals of High and Normal Schools, each, \$2,500. Teachers of Music, (two,) each, \$2,200. Teachers of Drawing, (two,) each, \$1,000. Principals of District Schools, and Male Assistants in High Schools, first year, \$1,800; second year, \$2,000; third year, \$2,200. Head Assistants, first year, \$900; second year, \$950; third year, \$1,000. Female Assistants in High and Normal Schools, \$1,000. Principals of Independent Primary Schools, first year, \$900; second year, \$1,000; third year, \$1,100. First Assistants, first year, \$600; second year, \$700; third year, \$750. Other female assistants, first 14 weeks, \$450; first year thereafter, \$50; second year thereafter, \$650; third year thereafter and subsequently, \$700. Principal of School Practice, \$1,000. Schools are allowed

one First Assistant for every 300 pupils belonging, and one additional for a fraction equal to two-thirds of that number. The rule requires that the lowest division shall be in charge of a First Assistant, and that the other First Assistants shall be stationed in such divisions as require teachers of superior tact and efficiency.

Rev. S. H. Griffiths resigned the position of Principal of Moseley School, and Miss Louise S. Curtis was elected to fill it. N. W. Boomer goes from the High School to the Franklin, and A. R. Sabin from the Douglass to the High School. The teachers heartily welcome back to their number G. W. Heath, principal-elect of the Ogden, A. P. Burbank, of the Douglass, T. S. Heywood, of the Lincoln, and Miss L. C. Perkins, teacher of elocution. Many others who generously gave their situations to those who needed them, after the fire, will resume their labors with us at the opening of schools in September. Teachers who left the city at the time of the fire are grateful for the courtesy and consideration with which they were treated abroad, especially in St. Louis; but the prevailing sentiment with them is that "there is no place like home," especially if you live in Chicago. The enthusiasm of Chicago people over their city makes them a little disagreeable, and considerably ridiculous when they go abroad. Our pride is great, and our effort to conceal it should be equally great. It is possible that the world may weary of hearing: "Chicago is the greatest grain market in the world; Chicago is the greatest lumber market in the world; Chicago is the greatest railroad center in the world; Chicago has produced the grandest conflagration in the world, and, with the help of a future Mrs. O'Leary, a future cow and a stiff south-westerly wind, she can do it again." We know the above is the first prayer that Chicago mothers teach their children. From the press comes the same story; from the pulpit the same tune; cannon boom it; bands play it; tugs whistle it; planing mills groan it out! Yet, however appropriate such talk at home, it is too true to be pleasant to the ears of our neighbors. Like many other cherished sentiments, our pride in Chicago is not for public exhibition. The love of parties newly married is very touching, but witnesses thereof are apt to use the word "spooney." Is it not time for us to quit being spooney over Chicago, when such is our self-glorification that,

Should Gabriel's trumpet, with blustering flap, go,  
Its sound would be drowned by the horn of Chicago!

At the approach of vacation, rumors of marriage and givings in marriage filled the air. It is to be hoped that they were authentic. Many of the teachers have gone to Boston, and Mr. Bright has had the enterprise to take a trip to Europe. May steam and wind conspire to bear him smoothly over the sea, and return him safe to the girl he left behind him. Of 389 pupils examined for the High School, 375 were 70 and above, and 50 of the 65 examined for the Normal School were admitted. We think the questions for the High School were too practical; not sufficiently technical, or bookish. We fancy that, in turning from the abstract and curious, some of our greatest educators are going too far in the opposite direction, aiming to accomplish that which is *useful*, and ignoring that which is *scholarly*. We should aim at high scholarship in school, leaving the practical for the world where it is taught well and speedily. Indeed it is easier to prepare a class for Mr. Pickard's examinations without text-books than with them. Doubtless that is just what he desires. The average of those admitted from some of the schools was too high. When, from a certain school, no child is less than 80, the question arises, What has become of those that would naturally range between 80 and 70? Some people are uncharitable enough to suggest the merciless trimming of classes as the most reasonable explanation.

The graduating exercises of the High School were of a high order of literary merit; an impartial reporter of the cynical and Satanic *Times* pronouncing them equal in composition and delivery to the orations at a much more pretentious institution on the preceding day. Miss Fannie B. Raymond was the valedictorian.

At the close of the year, it is gratifying to all to consider how well the school-system of Chicago withstood the shock of the great fire. After the destruction of the most substantial part of the city, and the loss of 14 buildings used for school purposes; and the scattering of 10,000 children, we wound up our affairs educational, this year without a jar of confusion or a symptom of demoralization. Of all branches of public weal, the school interests were least affected by the fire.



NEW HAMPSHIRE.—In this New World it is doubtful if the word "ancient" may ever properly be applied to the establishments of man, especially if they do not antedate the last quarter of the eighteenth century. Older and less old are perhaps the only admissible terms in a country where, for example, scarcely two centuries and a half make Harvard College venerable, when Cornell or Vassar is brand-new. Yet it is impossible not to feel that we have a real antiquity in a school which, like Phillips Academy, at Exeter, N. H., though founded in 1781, has had, in the eighty-four years since 1788, but two principals—the last of these a graduate of the school itself, of now fifty-nine years' standing. Still more does its age impress us when we run over the list of graduates, four thousand strong, and note the number of eminent men who there received their college preparation: among the dead, Webster, Cass, Everett, Sparks and Hildreth; among the living, Bancroft, Polfreys, Dix and Hale—a remarkable group of historians, scholars and statesmen, to which many, if less illustrious, additions could be made. The Academy dedicated, on the 19th of June, a new building, to replace the one which had stood from the commencement till burnt down a couple of years ago. The celebration was marked by an incident which forcibly carried back the minds of all present to the good deeds of the founder, John Phillips, whose benefactions to various schools and colleges besides Exeter even now seem extraordinarily liberal. One of the graduates, Mr. John Langdon Sibley, the well-known librarian of Harvard College, "was revealed to the alumni as having endowed the Academy, from his own small estate, with the sum of \$15,000, to increase the charity scholarships." He himself had been a scholar "on the foundation," that is, at the cost of the Academy, and had never forgotten his indebtedness. When his father died, and left him a moderate inheritance of \$5,000, he immediately transferred it to the trustees of the Academy, to be invested for the benefit of poor scholars; subsequently added an equal amount from his own earnings, and promised, at the celebration, to contribute a third five-thousand next January, if other alumni would in like manner remember their *alma mater*. No more honorable endowment, it is safe to say, will appear on the list of such charities prepared by the National Commissioner of Education in his report for 1873; and it is grateful to reflect that Mr. Sibley is but the newest observer of a custom which is as old as any that we have, and one of which we may certainly be most proud.—*Nation*.

WISCONSIN.—The State Teachers' Association met at Madison, July 10th. Prior to adjournment, the following resolutions were passed:

WHEREAS, To render the public school system of Wisconsin more efficient in action, and richer in results, we need teachers of culture, skill and devotion;

WHEREAS, We hold it the controlling duty of every worker in this field of labor to thoroughly fit himself for this important vocation; therefore,

*Resolved*, 1. That we most cordially approve of every effort made to give to the educators of the State the benefit of professional normal training.

2. That the policy of holding a series of teachers' institutes throughout the State, conducted by skilled instructors, will, in the judgment of the Association, greatly benefit our teachers and our schools; and that we are gratified, as indicative of increased vigor in our school system, at any policy that tends to harmonize its interests, unite its workers, and stimulate our youth to the highest attainments in scholarship at a State university, which shall justly be a crown of glory to our public free schools.

*Resolved*, That we most heartily indorse the plan of a national university, according to the general idea of the bill now pending in the senate of the United States, entitled, "A bill to establish a national university," and that we most respectfully and earnestly commend the enterprise to the friendly consideration and support of our senators and representatives in congress.

IOWA.—The Hon. A. S. Kissel, late State Superintendent of Public Instruction in Iowa, has perfected arrangements for establishing a Normal and Training School for teachers, which will be opened at Des Moines in September. For this purpose he has visited the most prominent Normal Schools of this country and of Europe, giving especial attention to the Kindergarten system for primary schools. The elementary department will be under the charge of a German professor who has made this system an especial study.

INDIANA.—The State University has permitted G. W. Hoss to write LL. D. after his autograph.

Bloomington is erecting a new school house at a cost of \$40,000—*too much money!* better save some for brains to put in it. A good school can be in a poor house. Let there be a full treasury on which to draw, to pay good teachers.

J. M. Olcott, for a long time agent of Harper Brothers for Indiana, has been made General Supervising Agent for the entire West. This looks as though that firm were at last waking up to their school-book interests in the interior. With a list unequalled in quality and quantity, it is certain the books need but to be known to be used. Until now, Illinois, Iowa and the rest of us have known almost nothing of Harper's school books, although familiar enough with their goods in other lines. With Mr. Olcott to introduce their wares, that magnificent house will certainly receive large orders from his new territory, which will amply compensate them for the change.

KANSAS.—The *State Journal* has been moved to Paoli. Its leading editorial for July is of the true ring. The educational press can ill afford to permit religious papers of the respectability of the *Advance* to promulgate false doctrines, without combating them. We fear some of our cotemporaries are either too indifferent or too anxious not to offend. So far, we have noticed guns from Michigan, Wisconsin and Kansas only.

MINNESOTA.—State Association meets at Minneapolis, August 28th. Sanford Niles, President; C. H. Carson, Secretary. Among the exercises are: Address, "Moods,"—Prof. Ira Moore, Third State Normal. Address—Prof. W. F. Phelps, First State Normal. Address—Prof. Geo. M. Gage, Second State Normal.

MICHIGAN.—The editor of July *Teacher* calls attention to a recent lecture by Prof. Bengel, a German, on professional training in normal schools. Some sweeping and telling objections are made to our normal schools that deserve reply. We hope the "*School*" will give heed. If it does not, the SCHOOLMASTER will. There are two sides to that story.

ILLINOIS—*LaSalle County*.—A normal school of three weeks is in Ottawa, commencing July 22d. John Cook, of Normal University, and Aaron Gove, assist Geo. S. Wedgwood in its management.

*Cook County*.—The new School Law, passed last winter by the legislature, requires that teachers shall be qualified to teach physiology, and the elements of the natural sciences, which includes the elements of botany, zoology and natural philosophy. The board of commissioners of Cook County have made an appropriation of \$400, to pay the expenses of an institute which is to be held at Englewood, commencing July 22d, and continuing four weeks. At this institute, the additional branches required in the new law will be taught by competent instructors.

*Bureau County*.—Mr. H. L. Boltwood holds a special class in his high school at Princeton, during the fall term, for the purpose of extra instruction in the natural sciences, as required by the new law. (See advertisement.) This is an excellent opportunity.

*Knox County*.—That it is impossible to maintain a high grade of a scholarship in collegiate institutions without money, is a proposition that is being demonstrated every day in the educational world, and one that has long ago received the assent of all who have had experience, or profess to be posted in educational matters. Indeed, so generally is this proposition not only admitted, but *felt*, that almost the only plea put up by those in charge of educational institutions is "give us money in sufficiency and the rest can be obtained." And yet the trustees of Knox College, at Galesburg, Ill., seem not to be believers in this idea. If we may trust the statement of our correspondent, in another column, they think first-class education may be imparted equally well with reduced resources. Of course, we have only one side of the question, and therefore can hardly form a fair judgment, but it seems to us poor policy to put two or three topics upon a single teacher if it can be avoided, or to abridge the teaching force. Better make strenuous exertions to raise money, and retain in the college all the advantages possible.—*College Courier*.

*Ogle County.*—The Literary Society of Polo closed their series of meetings for the year by testifying their appreciation of their president by a presentation of a cane. The cane is a splendid specimen of workmanship. The head is of solid gold, elegantly carved, bearing the inscription, "Presented to J. H. Freeman, President of Polo Literary Society, by its Members, June, 1872." The cane is made of highly polished ebony, and reflects great credit on Messrs. Ford and Wise, the popular Freeport jewelers, of whom it was purchased. This is a deserved testimonial. The State holds no more perfect Christian gentleman than J. H. Freeman.

*PERSONAL.*—W. D. HALL has resigned the superintendency of schools at LaSalle, Illinois.

T. R. GROW, for the last year Superintendent at Ottawa, goes to LaSalle, Illinois, at \$1,100.

WM. JENKINS is Superintendent of schools at Ottawa at \$1,500.

WM. BRADY at Marseilles at \$1,000.

MRS. ABBY SAGE RICHARDSON has joined the Faculty of Cook county Normal School.

PROF. SNYDER, of Lyons, Iowa, is Superintendent elect of Freeport, Illinois, schools.

J. M. COYNER has left Rushville.

Rev. JNO. P. GULLIVER has left Knox College.

JAMES JOHONOT, from Oswego, has been elected to the Warrensburg Normal School, Mo.

S. W. PAISLEY takes the school at Watscka, Ill.

JNO. STICKNEY has been elected Principal of school at Altona, Ill

*NOTES.*—The President of Columbia College receives \$8,000, the Professors \$6,000 each, the largest salaries paid by any College in the country. She owns  $3\frac{1}{2}$  millions of property, affording an income of nearly \$200,000.——At the opening of the Spring term of Dartmouth College, the whole of one class was suspended until its members should apologize for "Cutting" the last recitation before recess. Two members of the senior class, for absenting themselves before the proper time, after the faculty refused to excuse them, were suspended for an indefinite time. Several others for grosser misdemeanors have been suspended or expelled.——The Mount Holyoke female seminary catalogue for 1871-72 contains the names of 29 teachers and 274 pupils, the different classes number as follows: Senior 24, senior middle 40, junior middle 74, junior 118. The public examination at the close of the present school year will begin on Tuesday, July 2, and the anniversary exercises will come on 4th of July, when Rev. Dr. H. D. Kitchel, president of Middlebury college, will address the graduates.——Dr. Penniman, formerly of Minneapolis, and lately deceased, has left by his will \$10,000 for the endowment of a professorship of Homeopathy in the University of Minnesota. He also leaves \$30,000 to found a hospital in his city, conditioned upon the raising by other parties \$70,000 additional within fourteen years. Meantime the \$30,000 lie in the bank drawing interest at 7 per cent., which goes to augment the \$10,000 fund for the endowment of professorship.——It has been decided that women shall be admitted to the medical lectures at the University of Helsingfors, Russia free of charge, and to the anatomical lectures in the laboratory at a moderate charge, to be fixed by the lecturer. The lectures are to be held in Swedish. No examination will be required, but the female students must produce credentials attesting previous good conduct. No examination may be passed and no diploma can be given at the end of the course except in special cases.——At the opening of the Cornell University recently, two young ladies, taking advantage of the recent resolution of the trustees to admit young women on the same terms as young men, presented themselves for examination. Their names are Miss Emma S. Eastman, of Worcester, Mass., a former Student of Vassar College, and Miss Sophia B. Flemming, of Ithaca, New York. It is said that they passed the examinations in a manner highly creditable both to themselves and to the University. Both of them entered the Junior class, registering themselves for an elective course, which is nearly identical to the course in letters.—*Courant.*

## ILLINOIS NORMAL.

The commencement exercises this year were of unusual interest. A class of thirty-two were graduated. Owing to the large number in the class it was thought not proper for each one to deliver his theme. The Faculty selected the persons for the salutatory and valedictory, the class selected twelve other members who publicly delivered their papers. In addition to the literary exercises Pres. Edwards remembered the occasion of his tenth year's connection with the school by a decennial address. To all old friends, especially, this was of much interest. The names of every person who had ever been a teacher in the institution—sixty-six in all—were given. A glowing tribute was paid to Charles E. Hovey to whose energy the State owes its present Normal University, and without whom the building never would have been built. At the close of the literary exercises, the Board of Education and class of '72 as invited guests, accompanied by four-hundred students, Alumni, Faculty and friends, moved to the lower Normal Hall, where a fine dinner had been spread upon the school desks. Here for four hours, from two o'clock till six, did this crowd sit, listening to toasts, responses, etc. The wit and sparkling sentiment was such that scarcely a dozen left the hall during the prolonged session. It is proposed to continue the plan of having a dinner to close with, in years to come. The effects of such a gathering live long after memories of other exercises have been forgotten. June 26, 1871. The Normal Alumni Association was called to order by its president, B. C. Allensworth. Dr. Edwards extended a cordial invitation to the members of the Association to attend a reception at his house the following evening. The minutes of the previous meeting were then read and approved. On motion of Mr. Childs, the president's address was deferred until the evening session. The president stated the reasons for a change of programme in regard to dinner. He also announced that a band had been engaged to furnish music for the evening. The report of the treasurer was presented by Mr. Hull, and, upon motion, accepted. On motion of B. W. Baker, Mr. Childs and Misses Rawlings and Houston were appointed a committee to draft resolutions respecting the death of three of our ablest and most respected members. The following members: Ed. Philbrook, class of 1860; Aaron Gove, class of 1861; ———, class of 1862; Miss Stevenson, class of 1863; Philo Marsh, class of 1864; Hosea Howard, class of 1865; Joseph Hunter, class of 1866; Mr. Seybold, class of 1867; Eliza Bullock, class of 1868; Geo. Mason, class of 1869; Miss Hunter, class of 1870; Miss Shaver, class of 1871; Mr. Livingstone, class of 1872, were appointed a committee to nominate officers for the following year. After a short recess, the committee reported as follows: For President, R. A. Childs; Vice President—Mr. Fulwiler; Secretary—Miss Lou Allen; Treasurer—E. A. Gastman. Executive Committee—the President, Joseph Hunter and May Pennell. Class Secretaries—1860, E. A. Gastman; 1861, P. R. Walker; 1862, Lizzie Carlton; 1863, E. D. Harris; 1864, Edith Johnson; 1865, Gertie Case; 1866, Miss Pierce; 1867, May Tennell; 1868, Mr. McCormick; 1869, Mrs. J. Carter; 1870, Lettie Mason; 1871, Belle Houston; 1872, Geo. Blount. The report was accepted, and the secretary instructed to cast the ballot for the Association. Mr. Cook presented a bill for printing, &c., which was allowed. After several motions of minor importance, Mr. Hull moved that an additional tax of one dollar per member be levied upon the Association. The motion was carried. The reports of such class secretaries as were present were then read. After several motions and many remarks, the Executive Committee was instructed to arrange for refreshments, to be served in some room of the University, at the next annual meeting. On motion of Mr. Howard, the Association adjourned until evening. The literary exercises of the evening were listened to in the large hall, and consisted of the president's address, and papers prepared and presented by Miss Marian Weed and Mr. Joseph Hunter. The music was furnished by Kadel's Band. The committee appointed in the afternoon presented the following resolutions, which were unanimously adopted:

WHEREAS, In the will of Divine Providence it has seemed good to take away from the land of the living our late friends and associates, Alice Emmons, R. Morris Waterman and Henry F. Holcomb; and

WHEREAS, Our meeting to-day is saddened by the absence of those hearts and faces which, a year ago, were so filled with promise to our association, but which are now and forever absent, therefore,

*Resolved*, That we, the members of the Normal Alumni Association, while we humbly bow to the will of the Father, deeply feel the loss of our dear friends, and deem the world and society as bereft of those among its truest and best.

*Resolved*, That words are poor with which to express the feelings of the many friends of the deceased, but that all the sorrow and sympathy called forth by the many true hearts by this bereavement, be embodied in this resolution.

*Resolved*, That our Association extend to the nearer friends of each, our sincerest condolence.

R. A. CHILDS,  
ONIE RAWLINGS, } Committee.  
BELLE HOUSTON, }

On Thursday, the Alumni joined with the school in their "good bye dinner."

B. C. ALLENSWORTH, Pres't.

MAY PENNELL, Sec'y.

The names of the graduates of the Illinois State Normal University who have died are: Francis A. Peterson, Joseph G. Howell—class of 1860; Sophia J. Crist, Amanda O. Noyes—class of 1861; Jno. Thompson—class of 1863; Jno. R. Edwards—class of 1867; Elma Valentine—class of 1868; Alice Emmons—class of 1870; R. Morris Waterman, Henry F. Holcomb—class of 1871.

## **BOOK TABLE.**

*The Analytical Intermediate Reader.* By RICHARD EDWARDS, LL. D. Chicago: SHERWOOD & Co., 95 Desplaines St.

This is a neat book of 216 pages, intended as a stepping-stone between the Third and Fourth Readers of the Analytical series. It supplies what is now recognized as a want, viz: more reading in the primary grades. Children learn the selections in their reading books by rote before they are prepared to pass grade in other studies, and a very trying problem it has been to prevent such parrot-like performance. Reading backwards, each child pronouncing a single word, and so "reading around the class," and other expedients were employed to avoid the difficulty; but now the proper remedy is found and presented in the Intermediate Reader, viz: fresh reading matter and plenty of it. The mechanical work of the book is quite satisfactory. The discourse on the phonic elements of words are short and to the point, dealing as they do with one thing at a time. The treatise on elocution is not too general for a primary book. The prose selections are happy and natural. The general information, with pleasant talk on science and natural history, is not obtrusively introduced. The child will only know that he is *reading*, and will be surprised to find himself instructed thereby. We notice a gem or two from Hans Anderson's delightful pen. The poetry is the weakest part of the volume; but, considering that in English literature there are not twenty pieces of poetry which a primary pupil is likely to read without singing them, we should not be too severe with the pretty little jingles. The book, useful in any system, makes the series especially suitable to a graded course of study such as prevails here and is rapidly spreading over the country.

J. M.

*The Sixth Reader.* By LEWIS B. MONROE. Philadelphia: COWPERTHWAIT & Co. 1872.

The readers of this magazine may remember that a few months since, attention was called, in these columns, to the Fifth Reader of this series.

The expectation aroused by that pleasing volume will not be disappointed in the appearance of the Sixth. The book has an agreeable countenance. The binding is substantial, the printing clear and open, and the pages bear an attractive look. An unique feature of the work is the occasional appearance of engravings, which, though well executed, seem more appropriate for an earlier place in the series.

Some 40 pages are devoted to elocutionary exercises, which are too frequently overlooked by our teachers of reading. They are, in the main, well chosen, and should be utilized.

Realizing the peculiar mission of the school reader, the compiler has labored with conscientious care, to gather from the best sources the purest material available. He has succeeded.

Bryant, Longfellow, Whittier, Burke, Webster, Everett, Irving and others of the masters have been drawn upon freely. As a collection of literary jewels, it is peculiarly gratifying.

The book lacks somewhat, in that there is little of suggestion to the inexperienced teacher. Whatever may be true east of the Alleghanies, it is unfortunately the case that in the Mississippi valley the bookmakers must remember the master as well as the child.

There is, of course, no place like the recitation room to try a book; but if this fresh, full volume cannot stand this crucial test, we shall be much surprised. C.

We have received from D. APPLETON & Co., New York, *Balfour Stewart's Physics*, a small book of 132 pages, limp covers.

This is one of the series of "Science Primers" that this house is now publishing, to meet the demand for scientific study in our lower schools. The book is simple, well illustrated, and sets forth the primary truths of the science in a plain, clear and attractive manner. We commend it to the notice of teachers preparing for the new requirements of the School Law of Illinois.

*Martindale's First Lessons in Natural Philosophy.* ELDRIDGE & BROTHER, Philadelphia.

This is a small, attractive volume of 191 pages. Its aim is the same as that of the last noticed; it is less scientific in form, less richly illustrated; and the matter is arranged in the form of question and answer. For ourselves, we object to this form; but we know that in the eyes of many teachers, it will be regarded an advantage.

Holtz's little book, published by HENDRICKS & CHITTENDEN, of St. Louis, and Cooley's "Easy Experiments," published by SCRIBNER, ARMSTRONG & Co., of New York, are helpful books for the same purpose.

We have received from HARPER & BROTHERS, the following books, some of which we will notice more fully hereafter:

*French's Series of Arithmetics.* *Hooker's Mineralogy and Geology.* *Hooker's Natural History.* *Potter's Manual of Reading.* *Hooker's Child's Book of Nature,* and *Hooker's First Book of Chemistry.*

Many of these books will have a special interest at the present time; and all are issued in the faultless style common to the publications of this great house.

*A Satchel Guide for the Vacation Tourist in Europe.* New York: HURD & HOUGHTON. 1872.

Teachers of late years are realizing how much the enjoyment of a vacation trip may be enhanced by a trip across the ocean. Such books as the above are valuable as showing how and where a short summer tour may be made. In it we learn that with \$300, a tour may be made embracing England, Scotland, Belgium, the Rhine country, Switzerland and France. The writer evidently states what he knows, and even if any doubt existed, the name of the publishing house is sufficient guaranty of the reliability of the statements.

This *Satchel Guide* is unusually satisfactory in detail; for one learns about the hotels at which one may stop; the fare in hotel and on cars; about the washing, the potage, the clothing, what to carry, how to carry it, the passports, mental equipments; in short, the writer has told it *all*, in excellent style, and what is better still, in small compass.

We have read the book through, and have resolved that our first vacation that may be devoted to pleasure shall be spent in such a journey as this little book pictures, through Great Britain and Ireland. Leaving New York the first of July, one can be back in his school-room the second week in September, having spent less than two hundred and fifty dollars, and having gained an amount of information attainable in no other way.

We recommend the *Satchel Guide* to all our readers, whether contemplating a foreign journey or not.

## **PERIODICALS.**

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We frequently receive letters from correspondents asking about school journals—what is good, what is best, etc., etc. At the risk of saying something that some contemporary may object to, we will tell a “plain unvarnished tale” of our educational exchanges. To begin, we could not live without them. Altho’ we do not claim to have county correspondents in all parts of the habitable globe, we do acknowledge our debt to these exchanges for many good things in the *SCHOOLMASTER*.

From Michigan we get the *Michigan Teacher*, a monthly journal of thirty-six pages, exclusive of ads. Edited and published at Niles, Mich., by H. A. FORD, \$1.25 per year. This magazine always looks well. It is neatly gotten up. Its closely printed pages of State items must make it of especial value to teachers in that State. In addition to this, the Normal School at Ypsilanti issue a monthly called the *School* which is full of genuine *vim*.

The *Indiana School Journal*, edited and published by W. A. BELL, Indianapolis, Ind., at \$1.50.

We guess this is about the only school journal in the country that makes substantial returns to its owners. Its blue covers are *prompt* each month in making their appearance. Mr. Bell makes a business of conducting this journal. Sometimes we have wished he would buy a printing office and set up for himself.

The buff covers of the *Wisconsin Journal of Education* issue from Madison once a month. SAMUEL FALLOWS and JNO. B. PRADT are joint editors and publishers. We believe State patronage assists this magazine. Their printers are rather better than Mr. Bell’s, but are not as good printers as the gentlemen are editors. We wish they would take the *ads.* off from their title page and so present a clean cover. \$1.50 a year buys the Journal.

The *Teacher* comes from Boston, Mass. Typographically, it is immaculate. It is the best of the journals in mechanical execution. O! for a few such printers in the Interior. We are not accustomed to think the matter exceeds in quality that west of the Alleghanies. \$1.50 pays for the *Teacher*. Address, Mass. Teacher, Boston, Mass.

*Pennsylvania School Journal* issues from Lancaster. J. P. WICKERSHAM, editor. This is larger than the other journals, as it ought to be, coming from that great State. Thirty-two pages of fine type. The appearance is much improved since the new type came to hand. Official patronage, we are told, aids this monthly. It deserves it.

Ohio sends the *Ohio Educational Monthly*, a full and always good looking journal, edited, owned and published by Hon. E. E. WHITE at Columbus, O. For general circulation outside the State, the journal is called the *National Teacher*, covers being put on to correspond. This is the best printed journal west of Massachusetts. \$1.50 a year.

Ohio also gives us the *National Normal*, from Cincinnati, O. Edited by R. H. HOLBROOK. We have already paid our respects to this journal but should like to add that in go-ahead-a-tive-ness, genuine energy and work, the manager of this monthly has no superior. We admire the push, but he ought to swap printers. Cincinnati can do better work than a country office. \$1.50 a year gets the *Normal*.

New York sends us the *Am. Ed. Monthly*. J. W. SCHERMERHORN & Co. A neat appearing book of forty-eight pages. We think not as good as formerly, but not second class now by any means.

The *Minnesota Teacher*. St. Paul. W. W. PAYNE, editor and proprietor. Monthly at \$1.50. Thirty-two pages exclusive of ads. A neat little journal devoted especially to the development of educational facilities in its own State. Assisted by the State. All residents of that State interested in free schools should subscribe for their own school journal.

*Iowa School Journal*, Des Moines. EDWARDS & GREENE, editors.

This has recently changed hands, and the new proprietorship has hardly time to show what can be done, as yet we see no improvement on the old *regime*.

*Kansas Educational Journal*, Paoli. JNO. A. BANFIELD. \$1.50.

This is published two columns on a page, is neat in appearance and full of good things. The two column plan is excellent for railroad travelers' reading, but in one's quiet chair has little, if any advantage.

The *Rhode Island Schoolmaster* comes from Providence, R. I. THOMAS W. BICKNELL, editor. A dignified and conservative monthly, carefully prepared and edited in a scholarly manner. \$1.50 a year.

Arkansas, Colorado, California and Connecticut each send out monthly educational journals of much value to the respective States from which they issue.

Maryland gives us the *Southern Educational Monthly*, Baltimore. J. C. M. MERILLAT, M. D., editor and publisher. The June No. comes to us in green covers, full of good matter and well printed. \$1.50 per annum.

Maine sends an excellent journal but sometimes late in reaching us. We have not seen July yet.

The last of this class of books which we have received for July lies before us. The *Illinois Teacher*, edited by E. W. COY, published by N. C. NASON, Peoria. Vol. XVIII, number 7, is on the title page for July. We now want to modify what was said about Mass. and Ohio. We believe, and we think we know, that month with month and year with year the *Illinois Teacher* has been the most nearly correct of any educational publication in the United States. Its publisher understands his business and the printing of the *Teacher* is, some months, faultless. The age of this monthly entitles it to respect. For more than a decade has it monthly presented itself to the pedagogues of Illinois. Mr. Nason has printed it during that time. It is with no lack of complacent feelings that we turn to the *Illinois Teacher*, from Illinois, as second to none of the list of educational periodicals before us. It is edited by a scholar as well as a gentleman. Every teacher in Illinois should take the *Teacher*.

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# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

Entered according to act of Congress, in the year 1872, by Aaron Gove, in the office of the Librarian of Congress, at Washington.

VOLUME V.

SEPTEMBER, 1872.

NUMBER 52.

## *ENTOMOLOGICAL JOTTINGS.*

The new school law of Illinois, making Zoology, Botany, Physics, and Physiology studies to be pursued in the common schools of the State, is giving rise to considerable thought on the part of teachers. The writer of the present article has, in consequence, frequently been called on to answer interrogatories relative to the preservation and study of insects. It is therefore proposed to offer a few suggestions as the result of a limited experience in the study of Entomology.

In order to pursue his investigations to any advantage, the insect collector will find it necessary to provide himself with some convenient appliances for catching insects; he must adopt some convenient method for killing them without injuring or changing their appearance; must provide setting-boards, on which they may be properly arranged so as to display their characteristic features, and must have boxes or cases, in which they may be scientifically arranged and permanently preserved.

How to accomplish these results and at the same time always combine economy with utility is the problem.

He may procure a small hand net—say nine or ten inches in diameter—which may be cheaply made of ordinary iron wire, soldered to a small tin tube three inches long and  $\frac{1}{2}$  or  $\frac{3}{4}$  of an inch in diameter, into which may be thrust a light handle three feet long. Let the net be made of musquito bar, or better, of thin muslin, and two or three times as deep as the diameter of the hoop. He needs a supply of small pill boxes and a few bottles made of straight glass tubing, that the contents may be easily removed when re-

quired; also, a supply of Entomological pins.\* He must have, too, a convenient vessel for use in relaxing the muscles of insects which need to be reset. I use a small tin basin of some eight inches in diameter and three or four inches deep, with a piece of perforated tin, fitted into the same, resting on supports to elevate it to within an inch or an inch and a half of the top. The basin, fitted with a cover, is to be filled with sand nearly to the tin, the sand thoroughly wetted and a few drops of carbolic acid poured on the same. The acid is designed to prevent mould which will otherwise grow on the insects which are to be placed on the perforated tin for relaxation.

A common garden trowel will be found exceedingly useful for digging in the sand for Cicindelidae, and beneath carrion and manure for the various species of the Scarabaeidae. It may also be used to good advantage in removing the loose bark from decaying timber, beneath which may be found some of our most interesting Coleoptera. He needs further a wide-mouthed phial—an empty quinine or morphine bottle will answer a good purpose—in which are to be placed a few crystals of potassium cyanide. Put a little cotton upon the crystals, and fit a piece of thick paper or card-board closely above the cotton, gumming the same to the inside of the bottle, if necessary, to make it keep its place. Pierce the paper or card with a few holes for the issue of the vapor, and keep the phial tightly corked. For Coleoptera, Hemiptera and Hymenoptera, use a bottle of alcohol. For the smallest of the Lepidoptera use chloroform or the cyanide bottle. For the larger butterflies a pinch of the finger and thumb applied laterally to the thorax beneath the fore wings will usually be found very effective and most convenient. For the large night-flying moths, recourse must be had to a solution of potassium cyanide. A small glass tube finely attenuated at one end by heating and drawing in the flame of an alcohol lamp, will take up enough for the purpose. After dipping the small end into the solution, thrust it into the under side of the thorax of the moth, and blow the solution into the circulation. Death is instantaneous, and this mode will be found to be not only especially effective and humane, but also very satisfactory, by reason of its leaving the plumage of the moth entirely unharmed. Special care should be taken not to imbibe the cyanide or carelessly leave it where it can be reached by children, as it is a poison too virulent to be handled without the strictest precaution.

In setting up Coleoptera, thrust the pin through the right hand elytron or wing cover so that the point will come out between the second and third

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\* These may be obtained of Jas. W. Queen & Co., 924 Chestnut street, Philadelphia, or of J. G. Langguth, optician, 134 State Street, Chicago. If German pins are used, it will be found useful to procure two or three times as many of number 3 as of any other number.

pairs of legs. Place the beetle rather above than below the middle of the pin, that it may be easily brought within the focus of a hand lens, without removing it from its position in the case when it is once arranged in the cabinet. Set out the legs and especially the mouth-parts, as these latter must become the subject of special study in classifying our captures.

Pin the Hemiptera through the scutellum (the triangular piece on the back of the insect below the thorax) and set out the legs and mouth parts so as to be readily observed.

Pin the Lepidoptera through the thorax. Place the insect on the setting-board and usually spread its wings until the lower edge of the primaries or fore wings comes nearly or quite in a straight line at right angles to the axis of the body, carrying the secondaries up in a natural position. Hold the wings in place with slips of paper or card pinned close to the setting-board. Do not remove the insects from the setting board until thoroughly dry. When arranged in the cabinet keep gum camphor constantly in the store boxes to keep out such insects as prey on cabinet specimens. An ounce of prevention is worth a pound of cure, and if museum pests once get a foothold among insects it will require much more powerful medicaments to dislodge them than camphor gum. Benzine, carbolic acid, mercury bichloride (corrosive sublimate), will do something toward dislodging such intruders, but it is far better to keep them out from the beginning.

A cheap cabinet may be made with tight back and sides and closely fitting doors with a central partition to which, and the sides within, are to be tacked strips of tin, say three inches wide, bent longitudinally at right angles. These strips support boxes made of heavy card-board and lined with cork. My boxes are 12in. x 15in. x 2in. Four strips of cork 12in. x 3½in. occupy fourteen inches of the length, the balance is left, ½ inch at each end, for the reception of the camphor gum, on which I have relied to keep out museum pests, and my confidence has not, thus far, been misplaced. Forty boxes of this kind may be placed in a case not inconveniently large, and the whole expense will be but trifling when compared with the expensive cabinets thought necessary by entomological societies and State entomologists.

Setting boards for Lepidoptera, Neuroptera and Hymenoptera or for Hemiptera and Coleoptera when it is desirable that their wings be displayed, may be made of a strip of the softest pine with a groove cut lengthwise, for the reception of the body. I have devised a little different arrangement which I think subserves a very useful purpose. I take two strips of smoothly-planed soft pine of any width desired and twelve inches long, and nail them firmly from ¼ to ½ inch or more apart to wooden supports at each end so as to elevate them a couple of inches. Then I nail a strip of cork on the under

side over the interstice between the strips. The pin is easily thrust through the cork, the end supports preventing any contact of the pin with the table on which the board may rest, the body of the insect falls between the strips and the wings are set in position and strapped down to the board. The sooner an insect is placed in permanent position the better. If convenient, boiling water or steam will be found exceedingly useful in killing any insects except Lepidoptera and some of the Hymenoptera which ought not to be wetted. Death is sudden and the muscles are left in a very conveniently relaxed condition.

Small moths should never be handled. If caught in a net they will always crawl up its sides and may easily be enticed into the cyanide bottle. Larger moths which need the cyanide solution may be held by placing the back of the left fore finger on the back of the insect, the knuckle of the hand towards its head, and holding the wings upward with the thumb and second finger, when the tube, with the cyanide, can be easily manipulated with the right hand. The day-flying Lepidoptera need never be touched except beneath the wings. Thus the plumage is entirely undisturbed. In conclusion I may borrow the words of Izaak Walton with reference to the frog which he wished to have handled so deftly as to be sure of enticing certain individuals of the finny tribe. "Use him" said he "as though you loved him."

Entomological Nomenclature.—Information in this direction is scattered through such a variety of books, that its possession is simply impossible without very considerable expense. Access to good cabinets is the most desirable means for collectors to become acquainted with the names of insects. As some assistance in this direction, I will suggest that I shall be happy, so far as I can, to name any insects that may be sent me. Arrange two sets with numbers in duplicate, retaining one, and forwarding the other to my address, 408 Wabash Avenue, Chicago, and the names returned can be readily attached to the set retained.

O. S. WESTCOTT.

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### THE COAST OF NORWAY.

"Notice the manner in which one group of living things passes into another. It will generally be found that the transition is not effected by the shading off or blending of the extreme edges of the groups, but by a kind of interlocking of the one into the other. The junction often resembles that of the sea and land on the coast of Norway, where in many places it is hard to say whether it is the sea that runs far into the land, or the land that runs into the sea."—*Rev. H. H. Higgins.*

Scientific literature abounds with bold and beautiful generalizations, finely poetical in their nature. Was it Coleridge who said "The antithesis of poetry is not prose, but science?" I have not verified the quotation: such words, if actually uttered, must have fallen with an ill grace from the lips of the poet who attended Sir Humphrey Davy's lectures for the sake of multiplying and adorning his tropes. The antithesis of poetry is analysis. But science is not wholly analytic; it is gloriously synthetic as well, and it has an unapproachable beauty of its own. It has sad misstatements; the standing joke of the Natural Philosophies, for instance, that trees keep themselves from tumbling over by throwing out heavy limbs on their upper sides, when they happen to lean; and the remark of an eminent lecturer, that each person in his audience had been breathing some scores of times per minute. Such efforts of the imagination are not to be classed with works of high art. But the simile which I have quoted at the beginning of this essay, is probably as fine as any thing in Milton.

And why has the writer referred to Norway for an illustration? Why is the Norway coast supplied with deep and narrow fiords which the sun never visits, and with cascades behind which a boat may glide in safety? A recent essayist assures us that such abrupt and jagged coast lines are peculiar, for the most part, to the regions around the poles; that glaciers protected these rocks in their primitive forbidding aspect, through countless ages, while tropical and subtropical shores were being worn into soft and sinuous lines by the perpetual lashing of the waves. Clad in raiment of eternal frost, the harbors of the North were preserved for the use of man, while those of Africa and Australia were almost utterly ruined.

MURPHYSBORO, ILL., May 22d, 1872.

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### CHEMICAL CHANGES OF PLANTS.

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When we look out upon the earth and behold the amount and variety of its vegetable products, from the rank tangled vine of the jungle of India, to the close-leafed date of the Arabian desert; from the luxuriant growth of the Amazon valley, to the high peaks of the Andes, where life and death seem struggling for the mastery, and the crisp lichen proclaims the last faint victory of life, we wonder and admire. And, when we reflect that the peculiar vegetable proximate elements—chemical compounds are more numerous and varied than the species in the vegetable kingdom—we are lost in the contemplation of this almost infinite variety. And to one who simply observes these *facts*, without understanding the laws of chemical affinity, and

chemical combination, the investigation of the phenomena, would be more than a life-long, and, at the same time, a profitless task.

Nature needs but few forces, requires but a limited number of elements to produce an almost infinite number of results. Heat, light, electricity and affinity are the forces; oxygen, hydrogen, nitrogen, carbon, etc., are the elements: in fact, not more than sixty-four elements in all, while nine-tenths of all the vegetable products are constructed from the four we have specified—from the deadly prussic acid, to the wholesome and nutritious starch and gluten of the grains of our prairie farms.

As the figures of the Arabic, or the letters of the Roman system of notation are combined, so as to represent an infinite variety of numbers, so are these few chemical elements combined, through the agency of the forces we have mentioned, to produce this vast number of vegetable compounds.

The growth or development of the plant may be conveniently divided into four periods.

*First.* From the germination of the seed to the development of the plumule and radicle. This may be called its *dependent* existence.

*Second.* From the appearance of the stem and root to the development of the flower.

*Third.* From the development of the flower to the ripening of the fruit.

*Fourth.* From the maturing of the fruit to the decay of the annuals, or to the preparing and storing of food in the perennials.

In order for a seed to germinate, it must be situated so as to be abundantly supplied with water; it must be exposed to a certain degree of warmth and supplied with air. Light, on the contrary, prevents germination, for reasons we shall presently explain. Water is necessary to dissolve the solid matter in the seed, and to overcome by its mobility the inertia of the particles of matter; for nothing can enter into the tissue of any organic body, except in a state of solution, or very minute mechanical suspension. And as water is the "universal solvent," it readily dissolves the solid matter, and thus prepares the way for a change of form—a re-arranging of the atoms. Not only is water necessary at this time, or period of germination, but at every period of growth.

A certain degree of heat is, also, a necessary condition of germination and growth, although the degree of warmth is far from being a constant quantity. Flowers bloom upon the Siberian plains, where the temperature is little above the freezing point; the *fuchsia* and *veronica* flourish in Terra del Fuego, where the temperature is only 36 deg. F. While in Norway, during their short summer, where the temperature rises to 108 deg. F.,

where it is even hotter than under the sky of southern Italy, vegetation develops with wonderful rapidity. As to the *degree* of heat, we can only say that seeds will germinate if the temperature be above the freezing point. The seed does not, however, depend entirely upon the surrounding media for its warmth, for it has the power of generating heat within itself. The heating of grain when wet and exposed to a certain degree of heat, is a phenomenon familiar to all. Now, as the moisture and heat are favorable to the processes of germination, the grain "sprouts" and heat is generated; precisely the same thing takes place when a single seed sprouts or germinates. The transformation of starch or gum to sugar, is more readily effected in the presence of a certain degree of heat, a change which is necessary before the germ can be nurtured by the food stored up in the seed.

If seeds are entirely excluded from the air they refuse to germinate.

If buried far beneath the surface, they remain unchanged or decay, and plants are frequently observed to spring up from earth that has been thrown up from considerable depth, indicating strongly, if not proving, that the exclusion of the air had prevented germination.

Light seems to antagonize the germinating force, for if seeds are placed in conditions favorable to their growth, but exposed to light, they will not germinate. Seeds, during the process of generation, absorb oxygen and give off carbonic acid; that is, a portion of the atoms of carbon are oxydized, and *oxydation* is but another name for *combustion*, and combustion produces heat. Now light has an opposite tendency, viz: to deoxydize the carbonic acid, or resolve it into its primary elements, carbon and oxygen.

And we here also understand why *air* is necessary. As seed cannot germinate unless the atoms of starch in the seed become oxydized, the air must furnish the oxygen, because the seed in the plant has not the power of decomposing water to furnish it. During germination acetic acid and diastase are formed.

If a seed is made to germinate in a quantity of powdered limestone (carbonate of lime) a quantity of the acetate of lime may be detected in the soil about the plant, showing that it had been formed in the seed and then deposited in the soil.

Diastase is a peculiar body formed at the base of the germ during germination. It has the power of converting starch into sugar, a process necessary for reasons we have given. The office of the acetic acid is not well understood. The seed consists, for the most part, of starch; this is converted into sugar by the action of the diastase. We know sugar is present by the sweet taste of the little plantlet; the sugar, however, is not converted into woody fibre until the appearance of the true leaves.

In the perennials, after the disappearance of the leaves in the fall, the elements of but *two* atoms of water are removed, and the fibre becomes converted into starch, and is stored up in the plant for its nourishment, to be used the succeeding spring.

Liebig says that the starch granules may be distinctly seen in the wil-  
low in autumn with the aid of an ordinary microscope.

These are the changes observed in the seed. The plant has now entered its sphere of *independent* existence—it is born. The method of growth still seems the same, and the elements of nutrition are the same, but the chemical processes are entirely different. The starch stored up in the seed is all consumed, and now the plant must depend upon the soil and air for its food. The leaf of the plant, in the sunlight, absorbs carbonic acid and gives off oxygen. We have observed that seeds will not germinate if exposed to sunlight, because the atoms of carbon in the starch could not be oxydized; but now, in the independent existence of the plant, light *deoxygenizes* the carbonic acid of the air, retains the carbon, and gives off the oxygen. The carbon unites with the water in various proportions, and forms a very large number of vegetable compounds.

These chemical changes show us how the elements are furnished, and how combined to produce the sugar, starch and wood, three of the most important bodies in the plant.

It has been observed that the starch stored up in autumn, in the perennials, is furnished by the descending sap; that is, after it has circulated in the leaf, or has been digested. Now, in the laboratory, we observe that nitric acid has a tendency to change starch into woody fibre. And if we attribute this action to the nitrogen in the acid, we may suppose that the nitrogen of the air tends to perform the same office in the organic tissue.

We will now briefly notice some of the changes observed in the third period—from the opening of the flower to the ripening of the fruit and seed. The flower absorbs oxygen and gives off carbonic acid; and it will readily be inferred from what we have said that an elevation of temperature will be one of the results of this chemical action. Experiment also proves this to be so, for if a large number of flower buds are collected into one mass, and in this condition develop into flowers, an elevation of temperature is observed amounting to thirty or forty degrees.

In the ripening of the fruit some of the chemical changes are very easy to comprehend. Take for instance any of the pulpy fruits, such as the grape or apple. When the fruit first appears it is nearly tasteless, or has the taste of the leaf or bark. Now, the office of the green hard pulp, is nearly the same as that of the leaf; in fact, in the young apple, the pulpy part is



nothing but the thickened calyx. At a later period the fruit has an acid taste, and, lastly, a sweetish taste, though the acid taste never entirely disappears until the process of decay has commenced.

We now come to the fourth period, the period of decay. The chemical changes observed in the preceeding periods are directed and controlled, to some extent, by a principle of which we know very little, but call vitality or the vital principle. *Now*, the plant is subject to pure chemical forces. The atoms of carbon and hydrogen are now *all* attacked by the great destroyer oxygen, and thus the woody fibre, the sugar, the starch, are all resolved back into the elements from which they were formed—carbonic acid and water.

The process of decay is modified and controlled somewhat by art, but never entirely prevented. Thus, the juice of the apple being expressed and allowed to remain for a short time exposed to the air, becomes converted into alcohol and carbonic acid. These bodies are derived from the sugar in the juice.

Sometimes under peculiar circumstances, we observe another chemical change in the decay of the plant, giving rise to a new body, viz: light, carburetted hydrogen. Its composition, one atom of carbon united with two of hydrogen. One atom of woody fibre, uniting with four of water, produces six atoms of carbonic acid and six of carburetted hydrogen—or one atom of tartaric acid, by taking on one atom of oxygen, gives three atoms of carbonic acid, and one of carburetted hydrogen.

These are some of the chemical changes that take place in the development of the plant. In the annuals *all* these are observed in a single season, while in some of the perennials, as a species of the yew, we have a repetition of these changes for six thousand years before the process of decay commences—before the plant is surrendered to pure chemical forces—the vitality of the vegetable directing the processes for this long period.

J. A. SEWALL.

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HOME CONVERSATION.—Children hunger perpetually for new ideas. They will learn with pleasure from the lips of their parents what they deem it drudgery to study in books; and even if they have the misfortune to be deprived of many educational advantages they will grow up intelligent if they enjoy in childhood the privilege of listening daily to the conversation of intelligent people. We sometimes see parents who are the life of every company which they enter, dull, silent and uninteresting at home among their children. If they have not mental activity and mental stores sufficient for both, let them first use what they have for their own households. A silent home is a dull place for young people, a place from which they will escape if they can.

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*GRATZ BROWN AND YALE COLLEGE.*

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The gallant aspirant for the Vice-Presidency had a golden opportunity at the Yale College commencement which, we regret to say, he did not improve in such a way as to win golden opinions. He graduated twenty-five years ago, in the largest class which till that time had been sent out of the college, the first class under the presidency of Dr. Woolsey. During the interval he had been the observed of many observers. The son of a distinguished and high-toned Kentucky gentleman—the late John Mason Brown, a class-mate of Drs. Bacon and Woolsey—he had early made himself conspicuous by embracing the cause of emancipation in Missouri when it cost much to do so, and to such a man as he, cost the warm affections of family friends. In the war of the Rebellion he had been bold and chivalrous. As an editor he had thrown his whole soul into the cause of education and culture, and had won a seat in the Senate of the United States in comparative youth. Many of his speeches and editorials had been animated by the love of high moral and of positive religious sentiment. Last, and not least, he had originated a generous policy towards the disfranchised citizens of his own State, in which he was triumphant, and had the confidence and won the votes of the state of Missouri, even against the influence of General Government. He had ventured further; and, by a stroke of political daring, which, if successful, would be pronounced a stroke of genius, had recommended the Missouri platform to the old Democratic party, through the agency of the Cincinnati Republicans, whom he had forced to accept Horace Greeley at his own dictation. The Baltimore Convention had the day before given the finishing stroke to his plan, by accepting it, and him with it, with apparent if not real enthusiasm.

Coming back to the East with the *prestige* of all these achievements, he was the "object of all regard." Everybody was ready to hear him, and ready to honor and praise, and almost ready to vote for him, should he bear his honors generously. The theme assigned to him was "Yale College in the Mississippi Valley." He could have desired no better opportunity to attest the worth and intellect of the sons of Yale, who have so nobly stood beside him in his many contests, and express his generous appreciation of what Yale College had done for his own better convictions and impulses.

But he cast all these opportunities away, and used the occasion for some remote political result, in the manner of a declamatory and swaggering demagogue. Dr. Woolsey had signalized his accession to his office by saying that the product, of all others, which Yale College was not fitted to manu-

facture was a demagogue; and he hung his head with shame that a conspicuous member of the first class which he sent it, the son of his old friend, was showing himself to be nothing less and nothing more. Gov. Brown had good sense enough to say nothing of himself, and his position before the country; but he occupied his time in attempting to show that the educational institutions of the West, particularly those of the State of Missouri, were in all respects superior to those of the East. He even ventured to define in what respects: first, that at the West they taught their students, instead of examining them on what they knew; and second, that they practiced object teaching there, instead of depending exclusively on books. The inaptness of mixing two features and even terms, one of which relates to University education, and the other to that of the common school, is patent to a tyro in educational speechmaking. It was evident the Governor was drawing on his oft-used notes and editorials, and that, under the excitement of the occasion, he had mixed his notes together in his recollections. What he was aiming at could not be easily divined. Unless, as has been suggested, he wished to impress the Germans at the West by this awkward flattery, or to impress Americans at the East and West with a profound respect for his sagacious insight concerning institutions and methods of education. His manner was certainly oracular; and his boldness too, doubtless, impressive—especially when he said, turning to the president of the college: “I bring these declarations even to the very front and gates of the University.”

The president had no alternative. He must notice these charges or confess to their truth. There was no occasion for him to say much. Mr. Brown had incidentally said that since his graduation he had not visited the college. President Porter had no occasion to feel vexed or disturbed in feeling, and was too cautious to intend any inhospitable rebuke to his distinguished guest. He, therefore, remarked that “we were all grateful to the gentleman for his suggestions, and were glad to know and acknowledge that the system of public education in Missouri was so complete and efficient. We have done something at the East, however, in the last twenty-five years; and, if the distinguished gentleman, who had not visited the college during that time, should have no special engagements in anticipation or actually in hand in the next autumn or spring his name would be placed upon our examining committee. To which Mr. Brown replied that he hoped to have such engagements. Should Gov. Brown come to Yale College, as was suggested, he will find many improvements which, to say the least, have kept pace with the progress of things at the West. He will find the most complete and best appointed school for “object teaching” in the Union, which

was formed the year in which he graduated, and has grown up to vigorous life by endowments of many hundred-thousand dollars, and, what is better, under the direction of gentlemen who, while they believe in facts and objects, believe in science also. He will find that the department of letters has introduced new methods of study, of instruction, and of examination; that it is not quite so easy to waste one's time or respond by saying *nihil*, as it was twenty-five years ago; that the gentlemen who have it in charge probably know more about the educational system of Missouri and of Germany than Gov. Brown, and certainly know more about them both than he does about the system of education in Yale College. Last, not least, he will find that Yale College is more fixed in its hostility to all sorts of quackery in education and politics than it was twenty-five years ago, and that it rejoices that it has so far been successful that such demonstrations of both as were made at the alumni dinner could excite only disgust and mortification even in the minds of those who will feel constrained to cast their votes for the ticket which heads "Greeley and Brown." And perhaps, he will then recall how even in his own state, at the last meeting of the National Association of Teachers, held in St. Louis, a similar crude and extravagant speech called forth instant and universal rebuke from the distinguished instructors of Missouri and the West.—*Independent*.

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### THE TELEGRAPH AS AN ERRAND BOY.

The uses of the telegraph are rapidly extending, and it is likely soon to have to run on any little errands about town for us. A company has been formed to establish offices at convenient places in various parts of New York, whence messengers can be sent, on demand, to any house within the respective districts. These offices are to be connected by telegraphic wires, with the houses of such persons as pay monthly \$2.50 for the benefits. The occupants of the house, by touching a key, will simply give notice at the office that a messenger is wanted. The offices will be numerous, and so distributed that a house can be reached by a messenger within three minutes after the notice. It will be the duty of the messengers to go on any errands required of them, to any part of the city, the persons employing them to pay fifteen cents for every half-hour of service.

It will be seen at a glance that this system will bring many conveniences; but all its advantages cannot be appreciated until it has become a necessity of domestic life in all large cities. There are thousands of little services which persons in moderate circumstances would gladly pay for at the

rates named, but they cannot afford or do not desire to keep an errand-boy, or other male house-servant. But the plan promises safety and comfort. It will afford security against burglars at night, and a ready means of calling a physician or a friend in case of illness. If burglars are in the house, two touches of the key will bring a policeman at any hour of the night. In cases of fire, too, the system would be invaluable; many small fires become great ones on account of the unassisted efforts of servants or members of the family to suppress them without a general alarm. Indeed, the more one considers the uses of the proposed system, the more they multiply themselves, and we shall soon be wondering how our ancestors got along without it.—*Boston Jour. of Chemistry.*

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### THE NEW STUDIES IN ILLINOIS SCHOOLS.

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Up to a comparatively recent time, the study of the Natural Sciences was confined to a few persons. The products of man's toil were laid waste, while he was ignorant of the animal that did the mischief. He called it a bug or a worm; beyond this he knew nothing. Wretchedness was too frequently his companion through life, nay, more, his life was cut short and rendered worthless because he was ignorant of the laws of his being.

The knowledge by which these evils could be corrected or avoided was shrouded in such mysterious darkness as to be beyond the discovery of common minds. At length, scientists arose, who, realizing how important to the race was the possession of such knowledge, devoted years of labor to freeing the science of Nature in all its departments from much of the mystery and perplexity enveloping it, thus presenting it in its true simplicity to the popular comprehension.

More recently, the study has been urged upon our schools, both as a means of culture and as a source from which to derive knowledge of great commercial and economical value. The people of Illinois have caught the enthusiasm thereby awakened and have expressed their desire, ay, have issued their command through their legislative representatives that Botany, Zoology, Physiology and Natural Philosophy shall be taught in the common schools. It is gratifying to see with what promptness and energy the teachers of the State respond. Some, possessing little knowledge of these branches of education, are at work at home or in the institute preparing for the new labor imposed upon them; others, better informed, are assisting their fellow teachers in the institute or are preparing plans for, and outlines of future operations. All show a deep interest. Some are working, it is true, because, to continue in

the possession of the well wishes of the County Superintendent, they must work; others, however, and no doubt, by far the greater number, are working because they see in this extension of the common-school studies an enlarging of the possibilities and probabilities of the masses in intellectual and moral attainments. If the results of so much labor and earnest effort do not appear in an increased knowledge of plants, animals, the laws of health, and natural philosophy, they will be felt in the quickened life and vigor manifested in every department of educational industry. Even the next legislature, from which it is hoped to find relief from the crippled condition in which the law, as it now stands, leaves the County Superintendency, will feel the effect of this noble sacrifice of time, labor and money, by twenty-thousand school teachers. Here let me parenthetically express the regret, that while the last legislature increased the necessity of an efficient county superintendency, it at the same time, by the same act, virtually abolished the office, by reducing the compensation below what any competent man will accept for his services. But I would not be understood as entertaining the belief that the only benefit to be derived from the attention the teachers are now giving these branches will be that general benefit always resulting from labor. On the contrary, I most confidently believe, that many who attempt the work of teaching them will succeed; that many children will find order and *new* beauty and wondrous fascination in roots, stems and leaves which have previously been to them roots, stems and leaves and nothing more; that the hitherto repulsive animal will be sought, studied and admired; and that to thousands of our youth perhaps, the grass and worm, upon which they have thoughtlessly trodden, will afford inspiration to higher and more useful lives.

The teachers of Illinois are not accustomed to fail. They will not fail in this. Indeed, in some schools of the State, these branches have already been successfully taught. The work then is not wholly an experiment. It must be conceded, however, that the interruption of our ordinary course, by the introduction of four comparatively little known branches of study will be attended with serious difficulties and in many instances with partial failure. It would have been better, had the number been limited to two. I therefore suggest that for the first year, but two be attempted and that these be taken, one at a time.

The average time that pupils attend school is very short, not more than four or five years in the most favored communities, while a mastery of *one* of the new studies requires *many* years of close attention and hard labor. We must not expect, therefore, to do more for the mass of children than to arouse in them an interest in Nature and her laws; put them in possession of a few facts of immediate practical use, and point out the ways by which

these studies may be further prosecuted. But is there time for even this? for the work previously required, has not been done to the satisfaction of the public or the teacher. This question suggests that additions to the common-school course were not required. In determining this, a careful consideration of *all* the studies of the old and new courses is necessary to ascertain the distinctive office of each.

Some branches of study are *mainly* useful in giving to the mind, power over itself and its surroundings, that it may gain from some or all of the many sources of knowledge, what is best suited for its growth and tastes; others, are *mainly* useful in furnishing food or material for growth and gratification. The former may be likened to the tools with which, the latter, to the material upon which, the mind operates. The former, when properly acquired render the mind self-supporting; the latter are the sources of supply.

In our common-school course, reading, writing, number and grammar are distinctively of the first-class; all the others are distinctively of the second-class. Previous to the recent additions, four of the first class of studies were found, and but two of the second; and but one of these was pursued below the grammar or high school. The mass of pupils, as is well known, never reach the higher grades. Practically, then, the great majority have had but one food-furnishing study, geography, and that from its nature not available in the lower grades; for the first steps in this study do not belong to geography proper but to that branch of education of which number is a part. May not the absence of food-furnishing studies account for the fact that the results hitherto reached in our schools have not been so great as the public had a right to expect from so large expenditure of money, time and patient labor?

Knowledge of a tool, and skill in its use, are the powers with which the user is invested. Skill in its use, however, can not be acquired without practice in the special work for which the tool is designed. The information afforded by a disciplinary branch of study, and the skill in the use of that information, are the power with which the pupil should be invested by the pursuit of that study. Is it reasonable to expect the pupil to acquire that power without the practice, from which alone *skill* is derived? But we have seen that the food-furnishing branches of study have not hitherto afforded the necessary practice to insure skill; hence, the absence of power.

Reading is the most important of the power giving branches, yet with how little power does its pursuit invest the pupil? The reasons are apparent. The pupil gains a knowledge, or rather comes into possession of the tool, but acquires no skill in its use. He cannot; the material upon which to practice is not afforded him. No food-furnishing studies are found in his list.

It is obvious, therefore, that the common-school course was faulty; that additional studies *were* needed, and that these should be such as should afford field work in the exercise of the original branches and should not be distinctively disciplinary.

We see, then, that not only can the new branches be taught, but that they are required to render effective the teaching of the original branches, particularly in the lower grades.

For the first time in the history of our common schools an equality of power and pabulum is represented in the course of study. The work is now in the hands of the teachers. How shall it be done? To answer this question shall be the object of a succeeding paper. W. B. POWELL.

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### WHAT AND HOW SHALL WE TEACH.

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DEAR EDITOR:—In the last six months several articles have appeared in the *SCHOOLMASTER* under heading similar to the above.

In the February number, Mr. Gastman refers to what seems to have been a paper read, or speech made, by Dr. Gregory before the Horticultural Society, held at Jacksonville, in which the Doctor seems to have declared that six or twelve months is ample time for a pupil to obtain all the knowledge of arithmetic necessary to the pursuit of a business life, or as much as pupils usually obtain in six or ten years. Mr. Gastman asks the Doctor "How?" The Doctor in a subsequent number tells, but does not seem to satisfy the mind of the enquirer, and no doubt many other readers of the *SCHOOLMASTER* are equally perplexed when they review their own work and compare results, even after making due allowance, as they believe, for bad methods. Your humble correspondent has been striving to teach arithmetic for the past seventeen years to the boys and girls of various parts of Ohio, Illinois, and Missouri, but has never been able to achieve such results as the Doctor names, or even to approximate to them. There is one thing, however, that has been left out in this discussion, that I think will very greatly modify the result produced, and that is the actual time employed in the study; for if the mind is to be occupied four-fifths or more of the time with other pursuits, it is pretty evident there will not be that proficiency made that there would be, if one subject occupied the entire energies of the mind for a series of days or months. And now, for the benefit of myself and others I should like to have the following questions answered or at least discussed, in the *SCHOOLMASTER*:

- How many branches should a pupil pursue at the same time?
- What branches are best adapted to be pursued in connection?
- What proportion of the day should be allotted to each?

L. S. P.



## TWO DANGERS THREATENING OUR SCHOOLS.

At this season of the year the public school teachers, of all grades and all parts of the country, hold their annual gatherings. There are national conventions, State conventions, county conventions, of teachers and of superintendents, of common schools and of normal schools. No better season can be found for enquiring into the present condition of our public school system—what is its promise for the future, and what are its dangers.

Our public school system is a distinctively American one, grown up with our community and sprung from its character and needs, just as our political system has and our collegiate system. It is elastic enough to admit of almost unlimited improvement, and it is not very hard to introduce improvement; but it would be very hard to make any change in it which should materially affect its fundamental character. It is quite right that it should be so. We have a right to assume that an institution which has grown up with a community is well adapted to its needs; and although there are many features in which we could advantageously copy European models, and although we might on abstract grounds even prefer some European system as a whole, if the question were to be considered *de integro*, yet it is perhaps quite as likely that our judgment is wrong, as that the popular impulse is mistaken. Those reformers who wished, some years ago, to introduce the English or the German university system would, in all likelihood, have made a pretty mess of it if they could have had their way; we have waited not so very long a time, and now our oldest institutions, Harvard and Yale, are developing a real university system, which stands a chance of permanence because it has its roots in the old order of things.

When one considers the real excellence of these schools, and the degree in which they have become a postulate in American thought, it is hard to realize adequately the two perils that menace the system from entirely opposite directions. The first arises in the character of the school system itself, which is constantly tending to become more and more mechanical, and which favors an excessive routine and commonplace methods of instruction. The second is more vital, and is directed against the very existence of the public-school system.

The first tendency is natural and unavoidable, and is probably entirely within our control. The schools suffered at first for lack of organization and gradation; nothing more natural than, that in correcting this defect, too much stress should be laid upon organization, and that, as a result, most scholars should have come to look upon it as the first of all objects to get

from one grade into another. In any school, exact discipline is indispensable; the teachers are few who can maintain exact discipline in a large school without the precision of a martinet; and that is what our school discipline tends to become. Methods of instruction were wretched a generation or so ago, and one of the first features of the new impulse that education then received was new and more inspiring methods. Of course, when the impulse had passed, things settled down into a routine, and the new methods became formal and antiquated, just as the old ones had been. All these results must have followed so long as the majority of teachers are not men of inspiration and genius, but honest, hard-working persons, who simply aim to do their work as well as they can, just as if it were ditching, or book-keeping, or reporting. It is *work*, after all.

This will explain the routine and the commonplace that are the worst characteristics of our public schools. These defects are aggravated by the excessive amount of labor that is imposed upon the teachers. Teachers, as a class, have a much higher ideal, or rather the ambition for a much higher one, than they are able to realize, and are mechanical and commonplace, simply because circumstances will not allow them to be anything more. The result is, however, that thinking people are dissatisfied with the work done in the public schools—not with the way in which the work is done, but with the work itself. They want a different training for their boys and girls from the mechanical “high pressure” of the public schools; and this they find, or at any rate seek, in private schools.

Now, these evils are remediable, at least in a degree; but only with the increased culture of the community itself. The schools are but a reflection of the popular taste, which enjoys their big and showy mechanism, believes in this excessive amount of mathematics, and all these dreary rules of grammar and details of geography, and thinks the main object of a child's life is to get as fast as possible from one grade to another. As soon as parents realize that a girl who has been through the course, but cannot walk a mile, and never passes two days without a headache, is not precisely the highest possible product of civilization, and that the course itself is at once wofully narrow and extremely intense, they will demand a better system, and then they will have it. Even as it is, Hosea Biglow's words meet with more sympathy than is generally thought:

“Three-story larnin's pop'lar now—I guess  
We thrive as well on jest two stories less.”

The corrective for the danger here discussed is an enlightened public opinion, and this has already begun to be formed. The evil has been often pointed out, and is widely recognized; and we think we are not mistaken in saying that it is already less threatening than it was five years ago. The

other danger specified is fundamental and vital, touching not the character of the schools, but their very existence. It finds its best expression, of course, in the doctrine of the Catholic Church, which makes the church the necessary foundation of every human institution; but it exists no less in every form of Protestantism which demands to be recognized in public education. The first and most consistent shape which it took was opposition to the very existence of a free-school system, but it was soon driven to more subtle and circuitous forms of antagonism. The free school is so firmly seated in the American mind as an essential part of American institutions, that to try to overthrow it is labor wasted. Catholic schools, Jewish schools, Swedenborgian schools, German schools—every school which represents a single religious faith, or a single element of our compound nationality—are but an ineffectual protest against the system, and do not touch its vitality any more than any other private schools. Foiled in the effort to overthrow the system, it next aimed, with equal success, to divide it; at present the struggle, a much more perilous one, is to control. The controversy over the use of the Bible in schools is but a contest for the control of the schools—between Protestantism, which possesses this control by tradition, and Catholicism, which demands it as of right. We cannot wonder that an attempt to subvert a custom so revered, and of such historical prestige, should be earnestly resisted, and that the custom should be claimed as a fundamental and inherent part of the system. But it should be remembered that the nation is made up of those who are its citizens now, and that it is not at present—however it may have been in the past—a Protestant nation, except so far as a nation is represented by its majority. It should be remembered, too, that if the majority to-day and here has a right to insist upon the use of King James's Version, the majority next year, and in another place, will have an equal right to insist upon the Douay Version.

In view of the vital contest which has arisen upon this point, we see no hope for the maintenance of genuine public schools except in making them purely and avowedly secular. It may truly be said that the public school-system serves as a moral bond for our entire community, just as the visible church did in the Middle Age. That age was essentially theological, and found its expression in an ecclesiastical unity; our age has no common ground of religious opinion, and can only meet upon the undisputed truths of science. Secular education is, therefore, the only consistent object of our public schools; theological dogmas should be left to the Church, the family, and Sunday schools of the several denominations.

Neither need we fear that the schools will foster immorality if the formal devotional exercises of the opening hour are omitted. We have very little

faith in any great good accomplished by these formal devotions, or by formal instructions in morality. It is urged that it is the well-instructed who recruit our most dangerous classes of criminals, and that this shows that we should have more religious and moral instruction in our schools. Are we to understand that the criminals in question have never been taught that there is a God, or that stealing is a crime, and that they do not know these truths as well as a professor of theology? It is not by set precepts or by elaborate lectures on morality that boys are trained to virtue, but by the daily exhibition of moral conduct, and the constant and insensible inculcation of the principles of morality in everyday relations. There is not a well-conducted recitation in any school in the land which does not teach at every step that virtue is its own reward, that honesty is the best policy, and that in the long run fraud does not pay. We beg for this view of a much-vexed and highly-important question the careful attention of every friend of the system.—*Nation*.

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### EDITOR'S DEPARTMENT.

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A State convention of Methodists was held in Madison, Wis., July 25. One Rev. H. Gilliland appears to have distinguished himself by delivering an oration on "*The relation of Methodism to Education, Past and Present.*" We present the following taken from the report of proceedings published in the *Chicago Times* of 26th:

"Rev. H. Gilliland spoke of 'The Relation of Methodism to Education, Past and Present,' briefly reviewing what has been completed by this organization of so recent origin, and pleading earnestly for academies under the supervision of church as one of its greatest needs. *He spoke against the graded school, as it was a feeder to state institutions.* The denominational institution must look to its own primary school for its support. He advocated very strongly religious culture in the school-room. He said the church should furnish teachers for the public schools."

The italics are ours. We have had occasion to notice similar expressions, coming from the lips of speakers in Congregationalist and Baptist conventions. This is the first Methodist cry of this character we have seen. It cannot be that this clergyman is a fair representative of the church sentiment. The great Methodist church of the United States, so powerful in its organization, so potent for good, rich and influential, has evinced no desire to wage war on the free schools of the country. It is unfortunate that such speakers as the Rev. Gilliland can send their remarks abroad with the apparent sanction of State conventions. The SCHOOLMASTER reiterates its request to the opponents of free schools to send for its columns a paper setting forth that side of the question.

*Another Argument for Private Schools.*—Herewith we present an item from a St. Paul paper. Many of a similar character are on record. These form, or should form, a large part of the stock in trade of those who are loudly decrying the public high-school. Boys and girls are better off at a school where each day and night they are under the kindly influences of home:

"Two months ago this young girl was living to all appearances happily with her parents, who resided on a farm in St. Clair county, Michigan. Her father was well to do, and at her earnest solicitation consented that she should attend a young ladies' seminary at Detroit, and about the time mentioned she left home to join the school. A brother accompanied her to Detroit, and sought and obtained a suitable boarding place with a friend of the family, and then returned home. Before a week had elapsed, a thunderbolt crashed into the peace of the home circle, in the form of a letter from the Detroit friend, stating that the girl had left the house in the middle of the night, and had disappeared. The father hastened to the city, and by dint of active inquiry, found that a girl answering to her description had taken a Chicago train, accompanied by a young man. He immediately started in pursuit, and reached Chicago only to lose the trail. Since that time he has searched in almost every city in the west, and only by mere chance did he come to Minnesota. He passed through Winona, Rochester, and Mankato, making hopeless inquiry at each place, and on Friday came to St. Paul. On the way from Mankato, worn out by fatigue and despair, he received kind attentions from the gentlemen who gave these particulars, and to him related his sad story. The gentleman, greatly sympathetic, proposed to assist the old man in his search, and advised a visit to the opera-house. The visit was made, and to the father's mingled delight and despair the wretched daughter was discovered. Accompanied by his short-time yet sympathetic friend, he followed the pair to their boarding house, and demanded an interview with his child. What occurred at the interview, the gentleman did not know, but the result was that the father and child took the evening train for the east. He informed the gentleman, however, that the couple were not married, and that the young man was a perfect stranger to him."

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We wish to declaim against three and four-storied school-houses. In large cities there may be some excuse for compelling children to climb three long flights of stairs four or more times a day; but in towns and villages of 50,000 or less, the people can and ought to buy land enough upon which to build houses with two floors. School Boards are apt to listen to the advice of teachers; he who advises a high school-house is blamable, for it affects the health of thousands.

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At the meeting of the National Association at St. Louis, last year, Mr. Gratz Brown, Gov. of Missouri, now candidate for Vice President, gave an address, in which the speaker displayed his ignorance of the free school system, and his lack of sympathy with it. Vol IV, page 288, (October 1871). of the *SCHOOLMASTER*, gives an impression received from that speech. The *Independent* sets forth so well the fitness of this man for the position he covets that we present it.

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Mr. W. J. Button, for the last five or six years connected with the Indianapolis Schools, has resigned his place to take an agency for Harper & Brothers.

So far as an exact knowledge of the *theory* and *practice* of teaching the common-school branches is concerned, we do not believe that Mr. Button has a superior in the State, and Indianapolis can ill afford to spare his services. We regret to see him leave the profession of teaching, but do not blame him. It is a great shame that from year to

year our best teachers are compelled to leave the profession in order that they may receive *liberal* pay for their services.—*Ind. School Journal*.

Amen! Brother Bell, many of the best of Illinois teachers are yearly taken by business men who appreciate ability and energy. Our schools suffer thereby.

An editorial friend of the secular press recently remarked to us, that schoolmasters of the experience of a decade or more, seldom made public addresses, or took part in a public discussion, without referring to "ten years' experience," or "twenty years' experience," or "twenty years in a school-room." Well *may* such men speak of their service. It is worth speaking about, and does credit to the profession to know and see the veterans who are devoting a lifetime to teaching. To what men will one look for uprightness, integrity and moral worth more quickly than to those who boast of "twenty years in the school-room?"

Catacazy, the Ex-Minister from Russia, has come to grief. After his recall from Washington by the Czar, he received another foreign appointment. He seems not able to hold his tongue, an important qualification for officers of State. His last offence was the publication of a document concerning our Secretary of State, for which act the Emperor has invited him to retire to private life. He is now editor of a Paris newspaper.

We have been surprised at the number of communications we have received in respect to the differing lengths of degrees of Latitude, as we approach the pole. A correspondent in our August number presents, at length, the thought that appears in many of them. Now, the simple *fact* is, as we have said more than once before, that this question has been settled by experiment; it is not now a question of theory merely. Points have been found one degree apart, as determined by the positions of the stars in respect to the horizon; and then the distance between these points has been carefully measured. In this way, it is found that degrees of Latitude grow *touger* as we pass from the Equator towards the poles.

#### SOLUTION OF PROBLEM IN AUGUST.

We have received several correct solutions; the following is the most concise :

By selling goods at twenty per cent. profit I receive six-fifths of the cost; at twenty per cent. loss I receive four-fifths of the cost. Then four-fifths of three hundred dollars is two-fifths of the cost. Six hundred dollars plus one-fifth of six hundred dollars equals seven hundred and twenty dollars, the selling price.

CHICAGO

*Question*—If two dozen eggs cost as many cents as I buy eggs for eight cents, what cost the eggs per dozen?

The following explains itself. We were misinformed.

RUSHVILLE, Ill., Aug. 13, 1872.

EDITOR SCHOOLMASTER.—DEAR SIR: You say in your August number that "J. M. Coyner has left Rushville." The inference is, that I have left the school. Please give me your authority for such a statement. I was re-elected last April by the unanimous vote of the Board, and accepted in the month of June; and providence permitting I expect to remain for another year. Yours, kindly,

J. M. COYNER.

# EDUCATIONAL INTELLIGENCE.

## REPORT OF HIGH SCHOOLS.

CITY.	No. in class.	Boys.	Girls.	Length of course.	Members in class of '73.	No. who enter college this yr.	Name of College.	Principal.
Princeton, Ill.....	12	7	5	4	24	1	Cornell.	H. L. Boltwood.
Aurora, Ill.....	8	0	0	3	13	0	.....	T. H. Clark.
West Rockford, Ill.....	11	6	5	4	19	2	Mich. Univ'y.	James H. Blodgett.
Polo, Ill.....	5	3	2	4	8	1	Beloit.	J. H. Freeman.
Elgin, Ill.....	3	0	3	4	5	2	Mich. Univ'y.	C. F. Kimball.
Normal, Ill.....	4	3	1	3	12	0	.....	Aaron Gove.

We are evidently mistaken when we expressed the idea that the above facts would be of much interest. The above are all the reports we have received in response to our call in June.

CHICAGO.—At a recent meeting of the Board of Education the committee on salaries made the following tabular estimate for the ensuing year :

Superintendent.....	\$ 4,000
Assistant Superintendent.....	2,400
Clerk of the Board.....	2,200
Assistant Clerk of the Board.....	1,000
Building and Supply Agent.....	2,200
School Agent.....	500
Messenger.....	600
High School Principal.....	2,500
Normal School Principal.....	2,350
Two Music Teachers at \$2,000.....	4,000
Twenty-one male teachers at \$2,200.....	46,200
Three male teachers at \$1,900.....	5,700
One male teacher.....	1,800
One female teacher.....	1,200
Thirty-seven female teachers at \$1,000.....	37,500
One female teacher.....	900
Sixty-six female teachers at \$800.....	53,800
Two hundred and thirty-two female teachers at \$7.00.....	102,400
Forty-four female teachers at \$650.....	28,600
Three female teachers at \$600.....	1,800
Forty-two female teachers at \$550.....	23,100
One female teacher.....	450
One special teacher.....	600
Two drawing teachers at \$1,000.....	1,000
One male teacher.....	800

The committee then say there will be required upon the opening of the Franklin, Pearson, Ogden, Kinzie, and Harrison street schools, on the 1st of September next, with salaries amounting to \$58,475, making a total of 74 teachers of \$428,032.50.

Referred to finance committee.

MAINE.—The Forty-third annual meeting of the American Institution of Instruction was held at Lewiston August 13, 14, 15. Western educational associations, whose annual meetings are numbered somewhere in the teens, are prone to look upon their organizations as old. Here we have the forty-third meeting of the oldest institution of the kind in the country, probably in the world. The session last year at Fitchburg was of great interest. The SCHOOLMASTER was present and highly appreciated the work. Hon. James G. Blaine, he who writes letters to Sumner, gives the opening address. Senator Patterson, of New Hampshire is also among the lecturers.

ARKANSAS.—In the *Journal of Education* for July, among other words assigned for a spelling school exercise, appear the following: *elipsis, apostacy delible æronautic, sybilline, tyrannize Saduducee, apochrypha*. "Why is this thus, why this this thus-ness?"

The following officers were elected at the meeting of the State Association: For President, N. P. Gates, of Fayetteville. For Vice President, Miss C. F. Keith, of Dardanelle. For Secretary, J. C. Heim, of Little Rock. Counsellors, H. M. Wygant, of Helena. W. E. Rosser, of Fayetteville; Thos. Smith, of Little Rock; Miss E. L. Stewart, of Belleville; J. R. Rightsell, of Little Rock.

MASSACHUSETTS.—Samuel Eliot, LL. D., who has been elected head-master of the Girls' High School, Boston, was graduated from Harvard College at the head of the class of 1839. He is a native of Boston, and allied with the best old families. For several years he was President of Trinity College. Much of his time has been spent in traveling and self-education. He is a gentleman of great scholarly attainments and extensive culture; and in entering the high position to which he has been appointed, he will have the full confidence of the community where he is well known.

*Salaries of Boston Teachers.*—The new schedule of salaries adopted by the School Board at their last meeting, gives an increase as follows:—masters, from \$3,000 to \$3,200; masters' assistants, from \$900 to \$950; head-assistants, from \$800 to \$850; assistants and primary teachers, from \$700 to \$800,—first year, \$600; second year, \$700; third year and subsequently, \$800.

IOWA.—With the compliments of Mr. A. H. Sterrett, Principal of Schools at Toledo, we have received a detailed annual report of the schools of that city. Toledo has a school population of three-hundred and forty-five. We quote the following admirable paragraph:

"*Discipline.*—There have been but few cases of corporal punishment. There have been five suspensions from school during the year, all young men; three for absence without sufficient cause, and two for bad conduct. I have made it a rule to superintend the play-ground during recesses, and to have the oversight of pupils while passing to and from the halls; during the year, I remember to have heard but one oath, and witnessed but two quarrels. The utmost good feeling has prevailed among the pupils; yet I am sorry to know that there are some among our little people who make use of the most terrible oaths, when opportunity offers. I think parents, as well as teachers, should guard most carefully against this evil.

The Iowa State Teachers' Association will meet at Burtis' Opera House in Davenport, on the 27th of August. An interesting programme for a three days session is presented.

ILLINOIS.—

*La Salle County.*—The County Normal School met for a session of three weeks at Ottawa, July 22d. County Superintendent Wedgewood took charge of the school assisted by Mr. J. W. Cook and Aaron Gove. The exercises were not of a general institute character but rather of class work. The four branches required by the new law, Physiology, Botany, Zoology and Natural Philosophy were presented, one recitation a day in each. The possibility of acquiring an outline of these sciences in eighteen lessons was demonstrated. One hundred and fifty teachers who attended are prepared to undertake a course of reading in these sciences, and by due diligence can prepare themselves to present the subjects to pupils. This school was unusually pleasant; the animus of all seemed to be gain, not criticism. La Salle county has an energetic Superintendent, ably seconded by an extraordinarily able corps of teachers.



ANNUAL REPORT OF PUBLIC SCHOOLS.  
(MADE BY REQUEST OF ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.)

CITY.	Whole No. different pupils enrolled.	No. male teachers.	No. female teachers.	Highest salary paid male teachers.	Lowest salary paid male teachers.	Average salary paid male teachers.	Highest salary paid female teachers.	Lowest salaries paid female teachers.	Average salary paid female teachers.	Salary paid Superintendent or Principal.	Cost per pupil for tuition.	Entire cost per pupil.	Average No. belonging.	Average daily attendance.	Per cent. of attendance.	No. of tardinesses.	SUPERINTENDENTS OR PRINCIPALS.
Decatur, Ill.....	2075	2	25	\$1,200	\$450	\$825	\$700	\$252	\$463	\$1,800	\$ 9 91	\$16 65	1573	1419	93 8	2324	E. A. Gastman.
Elgin, Ill.....	1250	2	18	1,200	600	900	750	300	429	2,000	11 16	15 25	852	813	95 4	320	C. F. Kimball.
Lincoln, Ill.....	1107	1	17	450	450	450	650	300	462	1,500	14 06	15 07	690	599	91 3	3500	I. Wilkinson.
Princeton, Ill.....	807	1	11	.....	.....	.....	450	360	384	1,500	10 33	14 70	545	525	.....	.....	C. P. Snow.
Shelbyville, Ill.....	666	1	8	360	.....	360	540	360	393	1,500	10 21	24 00	469	.....	86	.....	Jephah Hobbs.
Lexington, Ill.....	414	1	6	1,220	.....	.....	540	465	465	1,220	10 70	21 91	257	237	.....	.....	Daniel J. Poor.
Dekalb, Ill.....	408	1	5	.....	.....	.....	1200	360	609	.....	12 74	.....	239	224	.....	.....	Elna S. Dunbar.
Toledo, Iowa.....	273	1	5	1,000	.....	.....	300	300	300	1,000	10 70	15 41	221	199	90 8	977	A. H. Stennett.
Yates City, Ill.....	239	1	3	950	.....	.....	500	250	383	.....	11 05	13 14	154	141	91 5	.....	A. C. Bloomer.
Maroa, Ill.....	204	1	3	900	.....	.....	540	405	405	.....	18 00	20 16	140	127	90 3	1250	Ed. Philbrook.
Creston, Ill.....	159	1	2	1,000	.....	.....	400	400	400	.....	16 58	28 23	959	942	88 2	54	Peteg R. Walker.

*Bureau County.*—Mr. A. Ethridge, our county superintendent of schools, has engaged to act as agent for the publications of Harper & Brothers, and is now located at Chicago. His office is with Jansen, McClurg & Co. It is with no small regret that we see Mr. E. giving up an office which he has filled so long and so well. Pecuniarily he has bettered himself, but the schools of our county will feel his loss. We understand that he intends to resign his office at once. S. P. Prescott, Esq., is acting as superintendent for the present.—*Republican*.

*McLean County.*—Pursuant to a call from Superintendent Hull, the teachers of McLean county assembled in the First Ward School building, of this city, on Monday morning, July 15th, for the purpose of preparing to meet the demand of the new school law. Although the teachers had nothing to do with the bringing about of this law requiring the four additional branches of study in our common schools, yet all seemed to express a willingness to make the extra preparation, and give it a fair trial. Consequently, at 2 o'clock p. m., on Monday, ninety teachers were present, and their number soon swelled to one hundred and forty, all looking fresh and vigorous, indicating that they meant business. The work is very interesting, and as thorough as it can be made in a term of three weeks; however, most of the teachers have studied these branches in school, or have been preparing at home since the enactment of the new law, making the institute more like a review or "brushing up" than a school proper. Superintendent Hull conducts the recitations of zoology, natural philosophy and botany, and all are pleased with the interesting way in which he conducts these exercises, bringing out the principal points and then fixing them before they are spoiled by speculative theorizing. Prof. Marsh has charge of physiology, which he makes particularly interesting by having a skeleton present in his recitations, and by his practical talks on the laws of health, readily answered the many (to us) puzzling questions put to him by the teachers. Since the new law specially demands a knowledge of physiology and hygiene, this study is made somewhat a specialty, and from the recitations we judge the members of the institute will go away quite well prepared to teach this science in their respective schools.

R. B. WELCH, Recording Secretary.

*Cumberland County.*—The Normal School of this city is a success beyond the fondest hopes of its energetic progenitor. There are 60 teachers and pupils now in attendance, with several others, entered, but not yet prepared to attend the school owing to other engagements. Profs. McCormick and Baker, are giving the best of satisfaction, and are gentlemen of not only superior qualifications as instructors, but teachers, who take a great interest and pride in their profession,—and work with a spirit and determination, that always carries with it success. We are proud to have such an educational institution in our midst, and such a splendid opportunity offered our young teachers of the county to fully prepare themselves to fill with credit the professions they have chosen. The school so far as exercises, professors, teachers and pupils is concerned, is a credit to the energy of Prof. Lake, and our citizens most certainly should feel proud to have so efficient and worthy a county superintendent. Directors of the various school districts are invited to call and examine the working of the school, and they will also have opportunity of securing the services of teachers, and those coming first can have the first choice. The citizens of the town and country are cordially invited to call and see the school.—*Cumberland Democrat*, Aug. 16.

*Cook County.*—The institute at Englewood closed on the 16th of August. There have been 116 teachers in attendance. A written examination was held on botany, zoology, philosophy, and physiology. The teachers of Cook county have manifested an earnest determination to meet the demand made upon them by the new school law of this State. At the close of the session on yesterday the following was unanimously adopted:

We, the teachers of Cook county, now assembled at the Normal Institute, at Englewood, in order to express our gratitude for the good we have received from those gentlemen who were instrumental in convening this institute, and conducting its exercises in a manner so beneficial to our interests, do unanimously agree upon the following resolutions:

*Resolved*, That we fully appreciate the necessity of institutes for the improvement of teachers, and consider the work of our County Superintendent, Mr. Lane, worthy our highest regard.

*Resolved*, That the system and method pursued by Prof. Marey in his instructions in Botany and Zoology, demand the considerate study of every teacher, and should be pursued in every school where those important branches of natural science are taught, and we hereby gratefully acknowledge his efficient services.

*Resolved*, That Mr. B. L. Dodge is worthy of our warmest thanks for his drills in Physiology and Philosophy, and for his courteous treatment of the members of this institute.

*Resolved*, That Mr. D. S. Wentworth, by his lectures on Theory and Art of Teaching, has opened to us new methods which must prove of great benefit to the schools of the county.

*Resolved*, That Miss Hunter in her exercises in Light Gymnastics, has afforded the institute a pleasant recreation, which we may profitably introduce in our schools.

*Resolved*, That we, the teachers of Cook county, recognize in the County Normal School a valuable auxiliary to the work of education, and that its success convinces us that the course pursued and the methods of teaching practiced there will accomplish the best possible results, and we pledge to it our hearty co-operation in the accomplishment of its designs.

G. D. PLANT,  
MARY E. HOFFMAN,  
J. B. FARNSWORTH,  
Committee.

PERSONAL.—J. F. GOWDY, has resigned the superintendency of the Rock Island schools. J. F. EVERETT from Oskaloosa, Iowa, has been elected to the position.

W. D. HALL is the superintendent of the Centralia schools.

PROF. CAMPBELL goes from Monmouth to West Mattoon.

PROF. KNIGHT remains at East Mattoon.

G. G. ALVORD has charge of schools at Cairo, Illinois.

C. D. MOWRY is superintendent at Anamosa, Iowa.

M. L. SEYMOUR goes to Blue Island.

J. F. BORDEFIELD, and MISS LEFFLER are the principals at Grand Tower.

SAMUEL HARWOOD at Carbondale.

R. G. YOUNG remains at Murphysboro, and THEODORE JAMES remains at Mount Carbon.

NOTES.—The Bridgewater Normal Association held its biennial meeting at Bridgewater on the 10th of July. The exercises were of more than usual interest, Father Conant, who is spending some weeks in Bridgewater, was present, to the great joy of his old pupils and friends. The annual address was given by John W. Chadwick, a graduate of the school. —The Worcester Technical School graduated its second class on the 31st of July. Rev A. P. Peabody, of Harvard College, gave the address, which was a production of marked ability. Eighteen young men received their diplomas. A social gathering was held in the evening at the house of Hon. Stephen Salisbury, President of the board of Trustees. —The building of the fifth State Normal School of Massachusetts, now erecting at Worcester, will be very fine, it is expected that it will be ready for use next year. —The Hasler Expedition—Prof Agassiz—was at Panama on the 19th of July; the vessel was going into dry dock at that place. —The Dean Academy, a Universalist institution at Franklin, Mass., met with a heavy loss on the evening of July 31st; the fine academy building, worth, with its furniture, \$200,000, was totally destroyed by fire. It was immediately announced by the officers that the Fall term would begin at the regular time, a new building will be erected at once. —Dr Thomas Hill, one of Prof. Agassiz' associates, writes that the expedition has not resulted as favorably as was expected, owing to the inferior manner in which the ship was furnished. The party expected to start for San Francisco on the 9th. —New York has eight Normal Schools, for the support of which, one-hundred thousand dollars are appropriated annually. —The Massachusetts legislature has appropriated seventy five thousand dollars for a fifth Normal School to be located at Worcester. —Dr Calvin Cutter, author of the well known series of physiologies, died at his residence, in Warren, Mass., June 20, 1872. —Out of three hundred and three "colleges" in the United States, two-hundred and sixty-five are supported by religious denominations. Of these the Catholics have fifty-four; Baptists, forty-eight; Methodists, thirty-two; Presbyterians, twenty-five; Congregational, sixteen;

Lutheran, sixteen. These institutions contain three-thousand instructors and nearly fifty-thousand pupils. If each denomination would not label every school under its control a "college" however, a liberal education in this country would signify more than it does now. A college which is one in fact, and not simply one in name, is worth more to any religious organization than a dozen of the kind so common in the United States.—Mr. Leander J. McCormick, of Chicago, of the firm of C. H. McCormick & Brother, of reaping machine celebrity, is about to present to the Washington and Lee College, of Lexington, Va., a magnificent telescope, which is to be larger than any other in the world. This instrument was ordered in July, 1870, of Clark & Son, of Cambridgeport, Mass., and will soon be finished. It is to be 26-inch aperture. The comparative size of the great telescopes of the world are as follows: McCormick telescope, aperture 26 inches; London, 22 inches; Chicago, 18½ inches; Cambridge, U. S., 15 inches; Pulkova, Russia, 15 inches.—*Inter-Ocean*.—The University of California, in search of a President, has at last been successful, Prof. D. C. Gilman, of Yale, having accepted the office. California now has a great opportunity, if she will only do three things: First, gather an ample working library; secondly, give the new President the pick of the best men in the country, by putting the professorships on a liberal foundation; and thirdly, the best men once appointed, if she will leave the internal concerns of the university mainly in their hands, throwing over as far as possible the usual incumbrances of trustees, committees, boards of overseers, and outside people in general. The Sheffield Scientific School at Yale, with whose workings and organization Prof. Gilman is familiar, shows with what signal success an untrammelled institution can administer its own affairs.—*Nation*.—Prof. Ira Shurtleff, late principal of the High-school department of the Cook County Normal, died recently after a painful illness.—Dr. Lowell Mason, the well known musical composer, died at Newark, N. J., Aug. 12th, at the good old age of 81. No other man of the country has done as much as he for church music and for musical education.—Mr. S. W. Maltbie, late superintendent of schools at Geneseo, has resigned his place to engage in Life Insurance, for the Universal Life Co., of New York, with head-quarters at Davenport.—Prof. Winchell, of the University of Michigan, has been chosen President of Syracuse University, New York.—Gould & Lincoln are about to issue a new edition of Guyot's Earth and Man.—Prof. Hermann Kinsl will leave the Normal school at Osvego, and go to Warrensburg, Mo., with James Johannot.—Rev. B. G. Northrup has accepted the offer of the Japanese Government, but will not leave this country for one year; he was elected President of the National Teachers' Association at the recent meetings in Boston.—The house of Scribner, Armstrong & Co. among many others, must have especial reason to know that Illinois has a new school law requiring the study of Zoology in the public schools. The text-books in this science adapted to schools are not many. Tenney's, published by this house are among the prominent ones. Five-thousand copies have already been sent out in Illinois to teachers. The trade has been nearly as large. The edition on hand was exhausted early in July. Immediately a new edition was put in press, and is now being delivered. This house merits success.

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### ILLINOIS NORMAL.

The State Institute held its session during the last three weeks of August. The programme as announced in July SCHOOLMASTER was carried out. An average daily attendance of three hundred was present, although not all regularly joined the institute.

President Edwards spent the month of July in conducting the State Institute of Nebraska, at Lincoln.

Profs. Hewett and Coy attended the National Association at Boston; Dr. Sewall was also there. Profs. Cook and Gove held a three weeks' drill in La Salle county.

Profs. Baker and McCormick conducted a county normal school in Cumberland Co.

Prof. Stetson spent the summer in New England; Prof. Metcalf at home hard at work, as usual; Miss Gertrude Case, late principal of Normal public primary school, takes the model primary at \$800 per annum.

We give herewith the new addresses of the members of class of '72:

Alice Phillips, Normal public school; Lenora Franklin, Normal public school; Miss Furry, Normal public school; Mattie Knight, Henry, Ill.; Clara Gaston, Laporte, Ind.; Gertie Town, Virginia, Ill.; Edith Ward, Elgin, Ill.; Rachel Hickey, Ramsey, Ill.; Mollie Osburn, St. Louis, Mo.; Mattie Fleming, Hyde Park, \$700; Louise Ray, St. Joseph, Mo., \$900; C. Rayburn, Vienna, Ill.; W. Wallace, Piper City, Ill.; J. Stickney, Altona, Ill., \$1,000; J. M. Greeley, Elmwood, \$100 per month; F. E. Richey, Milwaukee, Wis., \$1,100; S. Paisley, Watseka, Ill.; R. H. Beggs, Virginia, Ill.; \$1,000.

## BOOK TABLE.

From the publishers, SHELDON & CO., we have received sheets embracing two large railroad maps and ten reference maps of the United States, which are to be added to the new edition of Colton's Common School Geography, new series. These will certainly make the book more valuable. It is hoped the publishers will also take occasion to make a few other changes in the new edition. That house can ill afford to put forth a book inferior in any respect.

*A Catalogue of Approved School Books.* E. H. BUTLER & COMPANY. Philadelphia.

This is a well printed pamphlet of one hundred pages, containing a list of the school books published by this old and reliable house. The cuts, taken from the various books in their list, are fine specimens. It is worth a place in a library even if valued only for the pictures. As a reference book on school books it should be owned by teachers. The publishers will send it free to teachers.

*Mary Queen of Scots and her Latest Historian.* By JAMES F. MELINE. New York; HURD & HOUGHTON, 1872.

We have carefully read and re-read "Froude's History of England" of which the present book is a review. Like most of those who have read that work, we were charmed with it as a whole. That it was faultless we had not assumed. It seemed to us that Henry VIII is let off with less scourging than he deserves,—that his crimes are somewhat whitewashed, and his ability and wisdom are somewhat over-estimated. But our reading had not led us to the opinion that Mr. Froude is a champion of Queen Elizabeth, or that he is unfairly hostile to the Queen of Scots. This last, however, is vigorously charged upon him by Mr. Meline. It is declared that in his efforts to calumniate Mary, he inserts in quotation marks, "language of his own;" that he "follows the romancer's method;" that "passages cited from certain documents cannot be found there;" and that "other documents referred to do not exist." These are serious charges against a historian. And the book contains very many similar ones. Some of them are set forth with distinct specifications, volume and page being indicated. Mr. Meline is a vigorous and racy writer. His review of Froude is, to say the least of it, very readable. He throws himself into his work with an ardor that never allows the interest to flag; nor does he wield a tyro's pen. It is clear that he is quite accustomed to the kind of warfare in which he is here engaged. He denounces with freedom and fluency of speech: castigation comes easy to him. We have no doubt that the effect of this book will be to make the readers of Froude more thoughtful than if they had been left to the unmodified influence of the historian. It would seem as if the necessity for some corrections in the history were clearly made out. Hence the influence of Mr. Meline's book must in this respect, at least, be good,—But the writer seems to us to be somewhat under the influence of partisanship, which he charges upon Froude. It looks a little as if he were writing in the defence, not of unbiased truth alone, but to some extent at least, of certain sects, parties, or persons. If Froude makes a saint of Henry VIII, Mr. Meline seems to make of Mary Stuart a guileless and gushing angel. "Kindly but firmly" we protest against both of the pleasing pictures.

*Human Anatomy, Physiology and Hygiene.* By JOSEPH C. MARTINDALE, M. D. Philadelphia. ELDREDGE & BRO., 1872.

The plates of this book are new and good; although not as many in number as in many other books of the class. The new Illinois law will cause an immense sale, in that State, of text-books on Physiology. The merits of the one before us entitle the publishers to a large share of patronage. It is not too large and yet contains as much as the high-school pupil can learn in the time usually assigned. The beauty of the typography is noticeable.

BOOKS RECEIVED — *Worcester's Comprehensive Dictionary.* BREWER & TILESTON, Boston. New edition, enlarged and illustrated.

*Days of Jezebel.* By PETER BAYNE. GOULD & LINCOLN, Boston. A dramatic poem in blank verse.

*In Christ.* By REV. A. J. GORDON. GOULD & LINCOLN.

*Parker's English Composition.* R. S. DAVIS & Co., Boston. New edition, revised and enlarged.

*English Lessons for English People.* By EDWIN A. ABBOTT and J. R. SEELEY; ROBERTS BROTHERS, Boston.

*Historical View of the American Revolution.* By GEORGE WASHINGTON GREEN. HURD & HOUGHTON, New York.

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## PERIODICALS.

*The Journal of Speculative Philosophy* for the July quarter has been received. In addition to the essays and translations pertaining to mental science, the editor has given reviews of Dr. Noah Porter's "The Science of Nature vs. The Science of Man." For this Quarterly send to W. T. Harris, St. Louis, Mo.

*The Old and New* for July is a special number devoted largely to educational matters. It contains several articles of special interest to teachers; among the rest, "Souvenirs of the Round Hill School" at Northampton, "Government Examinations for Women in France," "Co-Education of the Sexes," "Questions for Theological Examination," in the Harvard Theological School, an account of several Institutes, and a "College Directory," giving the date of founding, number of students, and names of officers, of the principal American Colleges. Every teacher needs it for reference.

*The Galaxy* for August contains a valuable article on "The Egyptians at Home," more of Custer's "Life on the Plains," an article on the Rev. Charles Kingsley by Justin McCarthy, an answer to the question, "Was St. Peter ever at Rome?" together with the usual variety of other matter. The "Scientific Miscellany" and "Current Literature," are valuable as usual.

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## PUBLISHERS' DEPARTMENT.

The best arranged book we ever saw for recording the standing of each pupil of the school has lately been shown to us. It is prepared by Mr. P. R. Walker, of Rochelle, Ill., and Mr. M. L. Seymour, of Blue Island, Ill. It is necessary that a permanent record of the scholarship, attendance and tardiness of each pupil be kept for reference. Messrs. Walker and Seymour have learned by experience that, at best, this record requires much work; they have a book which, by its arrangement, reduces the labor to the minimum and at the same time gives a complete showing of the status of the pupil. The expense is moderate. For particulars address the publishers.

A. H. Hinman, late western agent for the publishing house of Cowperthwait & Co., of Philadelphia, has resigned his position to take charge of the writing in the St. Louis public schools at \$2 000 a year.

P. B. HULSE, agent for D. APPLETON & Co.'s School and College Text Books, has established his headquarters at 607 Wabash Avenue, Chicago.

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

Entered according to act of Congress, in the year 1872, by Aaron Gove, in the office of the Librarian of Congress, at Washington.

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## *WOMEN AS EDUCATORS.*

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They hold in their hands the destinies of the race. They, more than men, make the family and society and the church and the state, to be what they are. Upon them hang human weal and human woe, rather than upon poets, editors, generals, jurists, statesmen and such like. For woman does fundamental work, organizes forces, gets causes going, and determines their direction. It is for her to say whether bodies and souls shall be healthy or diseased. It is for her to employ the ounce of prevention for all moral and social evils, so that we may dispense with the doctor and his hideous pound of cure. She can catch and kill the cub of heresy far more easily than all the clergy in Christendom can bring to bay and finish the full-grown beast. Lawyers multiply and grow fat on litigation, because of her shortcomings. Jails and penitentiaries are full, and violence is abroad, because our mothers and schoolma'ams are not what they ought to be. It is in their power to cut up profanity, drunkenness and licentiousness, by the very roots. If women did their work to perfection, the world would soon be at its best. Laws, customs and ideas which degrade *men* are bad enough, but, in their effects, are tenfold worse if they fetter and deform women; for then not the stream, but the fountain-head is poisoned. Society has no more difficult problem or more urgent business on its hands than that of training woman for her heaven-appointed task of taking crude matter, and mind yet more crude, and fashioning them into the loftiest manhood and womanhood.

If God's intent is ever visible from his works, who can doubt that He designed the female sex for this most responsible and most blessed of callings. When our eyes first opened, it was upon a woman's face, and the first sound

we heard, was of a woman's voice. Our first impressions were gained from her. For six years she was our constant companion, answered our countless questions about the universe and the facts of life, and taught our conscience to distinguish right from wrong. And, when we toddled from the nursery to the school-room, for eight years longer we were played upon by the same feminine forces, and by that time we were as good as made for time and eternity. Woe to us, if we were misshapen then, for wretchedness and failure are almost sure, while happy are we, if the women we were under, were the purest and wisest of their kind.

It may be urged with much plausibility, and, perhaps, with arguments unimpeachable, that woman occupies by far too large a place in education; that it is an inexcusable blunder and perversion to surrender home and the school to her; that masculine ideas and methods ought to be present at least in equal degree; but, taking things as they are, and are likely to be, the statements made are abundantly justified. Women make the world. And, indeed, matters might be much worse. If our little ones are to be trained by either sex alone, both reason and experience say, the proper choice of evils has been made; they are in the best hands. Accident, or iniquity, or folly, are not on the throne. There is a divinity that shapes our ends; the force of the eternal decree is felt here. What cruel bunglers, fathers and schoolmasters would be, if the boys and girls were wholly given up to be moulded by them. For, the weaker sex has a surprising aptness for teaching; possesses, in a high degree of perfection, and by natural endowment, many qualifications in which the brethren are seriously lacking, and, without which, education will be a course of misdirection and malformation. Let us see what good reason these women pedagogues can give why sentence shall not be passed against them, and the rising generation be withdrawn from their supervision and influence, and they be forbidden to appropriate nine tenths of the school fund. They may not urge that they must support themselves, and no other calling is open to them, or that they work for lower wages, on the plea of economy; but only this, that they do better work; that the schools would suffer if committed to the care of men. Well, woman, as an educator, may justly boast of possessing larger measures of the childlike spirit. She holds, commonly, even to the end of life, some of the most characteristic and fairest traits of early years; but which men, as commonly, out-grow, or worse, despise and dishonor: and hence she can more readily appreciate the peculiar conditions and needs of childhood; can become a child in order to help him put away childish things. Whoever cannot thus stoop to the intellectual and moral level of the pupil, if stooping it be, can never teach to profit. All he says will be as idle tales, will only confuso



and weaken. Woman is more sprightly and vivacious than man; has a larger fund of buoyancy and of animal spirits at ready command, and these are invaluable accessories in the school-room; for children easily drink in good nature, cheerfulness and zeal, from the voice and manner of their elders. Besides, the schoolma'am is, as a rule, less clumsy, and ponderous, and stiff, than the schoolmaster, is mentally more agile and versatile than he; has fewer sharp corners; knows better how to conquer by yielding. She has small danger either of falling into the vice of arrogance, or pompousness, or roughness, or bluntness, or cruelty, to which the masculine sex is prone. She is, in addition, by nature, neat and graceful and gentle; rules by love, rather than by fear, and so is more likely to love and to be loved. And as a climax to all this illustrious list of good qualities, she, with all her nervous sensibility, has a stock well-nigh inexhaustible, of patience and forbearance under all the ten-thousand petty vexations which fall to the lot of all that have the care and culture of the young. Verily, hers is like the long suffering of God. Woman, far better than man, can give the needed, "line upon line, precept upon precept, here a little and there a little." Such specifications as these are written on the certificate which the average woman holds as the gift of nature, and as the Magna Charta of her right to keep school. And having this divine testimonial of fitness—this sacred permission from her Maker, who shall dare to thrust her out, or to speak evil of her gifts. Then it is by no usurpation on her part, and by no base surrender or sneaking back from the performance of duty on the part of man, but by the ordinance of heaven, that woman is *par excellence* the teacher of the young, and so, teacher of the race.

But now a task not so pleasant must be undertaken. This is no sentimental attempt to whitewash womankind, but an honest endeavor to picture them just as they are in relation to their great calling, as being largely fit, and partly, also, unworthy, as having, on the whole, more excellences, and fewer defects as teachers, than men; but yet being far from perfection, and in sore need of training for their task. For the law of compensation is of universal operation. Nature gives all good gifts to nobody. She is sure to offset strength with weakness; to temper beauty in one part, with plainness or deformity in another; to bestow wealth on these faculties, but leave those in poverty. Moreover, it is left for us to improve upon and complete nature's work. We have power to neutralize inborn defects, or even to remove them. And the gifts she bestows, we get only in seed form. It is ours to cherish and increase them, or else fail to find their true value. The natural woman is good, but the woman which culture will produce is better a hundred-fold. The ideal woman would be a safe tutor for unfolding thought and budding

character ; but it should be with fear and trembling that we place the actual woman over our Janes and our Johns. Before we set her apart to such unequalled responsibilities, we should solemnly see to it that she is duly developed, and properly pruned, by all the means at the command of the family, the church, and the state. And, it is, perhaps, the marvel of marvels in human history, that the education of these educators has been so utterly neglected, that the female mind has been left in its crude, native condition. The young mother is actually compelled to begin the duties of her office in ignorance, almost absolute, of their character, and the best mode of their performance ; she is left to sheer instinct or accident, though mistake or neglect here are fatal alike to health, and intelligence, and goodness. And it happens, by far too often, that our schools fall into the hands of this same uncultured womanhood. For, though women have free access to Normal training, little or no attention is paid to the special deficiencies of the sex. They are duly graduated and qualified with testimonials, and yet sent out, after all, really uninstructed and unwarned, to do most serious harm to society. Here lies one of the gravest of the many perils which beset our school system. Not a few of the wise and earnest are asking whether, if matters do not mend, in a few generations we shall not be ruined by our teachers. Any system of education, which aims to fit woman to teach, should have an eye to such facts as these which follow. And will not every true woman welcome these wounds from the hand of a true friend ?

It is a serious drawback to the sisterhood that nature allots to them physical stature and bulk comparatively diminutive, and furnishes them with smaller measures of muscular force. True, this fact may stir up sympathy in the school-room, and help somewhat to forbearance ; but it is far more likely, in lusty, rollicking Young America, to provoke resistance and various evil impulses. This defect may, no doubt, be more than counterbalanced by vigor of intellect or of will, by pluck, or grit, or tact. It is not the body, but the mind and the heart that make the teacher, and yet it is much easier to "look up" to one who is taller than ourselves. Rebellion against a giant seems hopeless, and is avoided. A weak will and a mediocre mind, in a corporeal encasement of under size, leave small chance of success in governing. The outer woman we can only help to better health, but spiritual stature and intellectual bulk may be had, almost without limit, and should be diligently sought.

Closely conjoined to this is a second weight with which the female teacher is likely to be burdened,—that of constitutional timidity. She loves peace more than war, finds no delight in the fray, would fain avoid collision, being fearful of defeat. One cause of this tendency to physical cowardice has

already been hinted at, and another lies in the subjection and confinement in which women have always been kept; and one result of it is, that in the school-room, duty is often sacrificed to convenience, there is tame temporizing with evils when they should be crushed out with one blow; authority is not asserted, or is not maintained, weak exhortation takes the place of command, and instead of the irresistible "thou shalt" we have but the despicable "please do," followed, it may be, by a flood of tears. Another result is, that the larger boys especially, are tempted beyond measure to concoct treason and trample on the laws.

Then the female voice is defective, at some points, for the purposes of the teacher. It contains more of the element of sweetness than of strength, has more flexibility than force, is richest in the higher tones, which do not touch the reason and conscience like those formed in the chest register. The larger the room, the more evident these vocal shortcomings become. Hence, few women are likely to succeed as lecturers or pulpiteers. Moreover, the owner of a glib tongue is likely to talk too much in the class room, rendering assistance too freely, or in the utterance of idle threats, or in offering advice and expostulation in excess. Reticence, or the grace of keeping the mouth shut, is of the first rank among pedagogical virtues. It covers the multitude of sins. Toward the teacher, as toward the President, it begets respect and reverence, and a wholesome caution in the breasts of all. The voice is one of the very best weapons in the teacher's armory, if well handled. The right tone in the right place often makes all the difference between success or failure, and every girl that proposes to undertake the management and instruction of the young ought to have a thorough course of vocal culture—ought to know what tones of hers are good and what ones are bad, which will add to her power over her pupils, and which demoralize, and so acquire as much as possible of the skill of the orator.

Still further, the female teacher is in danger from certain faults of manner, carriage, presence, which spring from the fashion of her garments, or from lack of physical vigor, or from other causes more radical and serious. She folds the hands, maintains the sitting posture behind her desk, or moves about in a meaningless way; speaks without decision, and has throughout an air of passivity and non-aggressiveness; is deficient in self-assertion or that quality which excites respect and enthusiasm. The exhibition of genuine vigor, of downright earnestness and full conviction, is the magnetism that holds the attention, is the force that stimulates the faculties and moulds the character.

It must be added, too, that the average woman of the period is deficient in true intellectual independence, is in leading strings to custom and prece-

dent and public opinion, is a born conservative in all things, a worshipper, above her mate, of the dead ceremonial of method and routine. She is more apt than he to be a mere teacher of words, of rules, of text-books, of dogmas, and so to discourage investigation and lend no stimulus to reason and imagination. For this fault, which is a grave one, nature, nor the individual woman, is responsible so much as society. The coming woman will have a fair chance, and will be able to say, no doubt, that her soul and her wits, and her ideas, and her opinions are her own, and be better able to give a reason for the thought and the hope that are in her; and female credulity and dogmatism, though not docility, will die.

Now, finally, we touch the *gravamen* of the matter. All the preceding criticisms relate to what are trifles by comparison. The very weightiest argument against the teaching of women is involved in the following statements. Our girls grow up, for the most part, unsophisticated, unlearned in the ways of the world, unacquainted with things as they are, unversed in public affairs. They are not trained either to observation or to reflection, and have few facilities for the study of human nature, are shut up at home with domestic affairs, and shut out from business and politics and travel. Their world is not the actual one that sins and sorrows, that wallows and aspires; and theirs are not the real men and women of flesh and blood, but creations of fancy. Thus, of course, they cannot understand the needs of the world or how to supply them, and they cherish impressions fearfully erroneous as to what men and women ought to be for the world's good. And when they essay to direct the feet of childhood in the right way, ten chances to one it will be the wrong way instead; they will carefully teach what must be one day unlearned, will defile the conscience while meaning to fill it with just scruples, will set up standards of judgment, tests for truth and for conduct which will presently fetter and ensnare. This is especially true of the instruction boys are likely to get. And when at length their eyes are opened by entering into the hard, bad world of fact, they are sorely put to it to maintain their respect for their former teachers, which is bad enough; but also and much worse, they are all unfortified against the allurements and embarrassments into which they fall, and so in their own unaided strength are compelled to fight the uncertain battle of life. Nor, being a woman, can a woman master the make of a boy. The larger and lustier and more masculine he is, the more does he pass her understanding. And what are in reality the sacred buddings of strength, wisdom and goodness of the manly type; the rude, rough, blundering first attempts at grand courage, independence and accomplishment,—and so virtues, invaluable and indispensable in relation to his future career, and to human welfare, indeed,—to her are abnormal manifestations, or products of diabolic agency;

and so what ought to be welcomed and cherished, and trained, she resolutely endeavors to chastise and extirpate, commonly, thank fortune, without success, but with vast and worse than useless torment to herself, and with no small amount of harm to the boy. Let us hope and pray that the school-ma'am of the happy future will be fitted for her vocation by having a fair and frequent sight of the world as it is, and not through the telescope of tradition or false sentiment, but face to face, with the naked eye, and by studying most closely and patiently the anatomy, physiology and hygiene of a boy's mind and heart, through all the stages of growth, from ten years to twenty-one.

D. L. LEONARD.

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### THE POWER OF SILENCE.

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Satirical writers, in all ages, have made woman's volubility the target for their sarcastic arrows.

Solomon, with only the experience of six-hundred wives, wrote upon this subject as from the depths of a vivid experience.

Pretended theologians have gravely tried to prove that there can be no provision for woman in a future state of bliss, since, at the opening of the seventh seal in the apocalyptic vision, there was *silence* in heaven for about the space of half an hour.

God works not by miracles, as at creation's morn, but delegates to natural laws the powers that move in such mysterious silence about us. The painting of the forest leaves in autumn, and the hanging of the clouds for the tapestry of the sky, are wrought in silence as profound as an angel footstep. We may search with Hall and Agassiz into the rocky strata of the earth, and name the finny tribes whose sepulchres have formed the Trenton limestone into such massive and perfect walls. We may find with the eye of the microscope, that the sand upon which the city of Richmond stands contains a beautiful sea-shell in every particle, perfect in all its parts, and painted with the delicate tints of the rainbow's hue. We may find in the gravel beds of New York, hundreds of miles from the ocean's strand, the veined agate, smoothed by the rolling of the briny wave; and thirty feet below the surface of the earth in the town of Cambridge, Ill., have been found portions of trees as perfect as though they were felled but yesterday. We might multiply illustrations until the mind would weary of the startling thoughts that they crowd upon it, and then be left to wonder if, in the by-gone past, God, by a fiat of His will, brought them in a moment's time to their present perfection, or wrought them out in silence by the ceaseless round of natural laws.

Go to the dingy room of the alchemist, who has spent years in experimenting with the subtle gases and the crude elements beneath our feet, and ask why the diamond that glitters and flashes upon the brow of royalty, having the same elements, is so unlike the dingy coal with which we fill our grates; and he can only answer, "God's seal of silence is upon it," or, like the illiterate clown, "it is because it is."

Silence is fearful, when nature seems to check her life-current with an unwonted calm, as she does before a hurricane. Every sound is like the tread of spirit-like forms, felt in the distance, but never heard. *Such* a silence fills the soul with dread prophetic visions of nature's end. There is *awe* and *terror* in the silence, when life is called from her citadel by the silent power that no finite being can defy.

As members of the community, we are unworthy of the name of reasoning beings, if we are not habitual students. We should daily engraft upon our natures, by observation, experience and study, some new mental power that shall bear fruit to gladden our own or the world's existence. We should gain some new resource upon which our judgments may rely; and from which our reasons may draw supply and nourishment. We may live in indolence on the refuse of other minds. We may, perhaps, shine in gems of wit that other hands have polished, but the light is gone in an instant, like the meteor's glare, and nothing is left but darkness. Nothing in the *mental* world shall ever bear the stamp of immortality upon it but that which has been formed and fashioned by the God-like power of silent thought.

In no part of the wondrous mechanism of human affairs is the power of silence so potent as in the moral world. To our darkened visions, the rebellious archangel thrust from Heaven, walks the earth like a conquering host. He comes with all the pomp and parade of circumstance and power. We are deafened with the roar of his artillery. We grow sick at heart as we see the conquests he has made. He rouses the fierce passions of anger and revenge until men are blinded to the rights of others, and then with fire and sword, he reaps the untimely harvest of human life. He robs men and women of their natural birthright of intellect and reason with the subtle poisons of tobacco and alcohol, and drives them in crowds by thousands, through insane asylums, drinking saloons, and gambling dens, down to a black perdition. He gathers robed priests in solemn council from the four quarters of the earth to swear that a frail sinful man is infallible in judgment, and equal in purity and power to the Maker that created him. He writes "Ichabod" upon the dusty covers of the Bible in our Puritan College at the east; and Judas like, would take the bag of money and shut the doors of our public schools in the west, with his Jesuit instrumentalities. He graces the foul

and blackened libertine with polished and unblushing brow, and covers the offensive form of socialism with the gaudy livery of wealth, till we cry out in agony of spirit, like Elisha's servant of old, "Alas, my master, how shall we do!"

By prayer may our eyes be opened, till we can see that all around us are horses and chariots of fire, and feel that those that be for us are greater than those that be against us; because the battles of truth, though fought in silence, shall surely be victorious. Wendell Phillips calls St. Peter's the world's church, for her massive doors are open by night and day, and all are free to worship or admire. It is so vast in size that the nun may repeat her vow, the priest his Latin, or the choir its melodies, and no one be disturbed. All are equal here, and close upon the velvet robe of a jewelled duchess once flaunted the rags of a filthy beggar. Though want and servitude had made him an abject, whining coward in the presence of English wealth, yet here, as he knelt before his patron saint to tell his beads, his eye wandered not; he saw the spirit beyond the form, earth lost her fetters, for he talked with his God in silent worship. Freedom is silently scattering her seed broad cast in the world, from the halls of majesty to the peasant's cot.

Conscience is ever writing Tekel upon the walls of every guilty soul, as did the unseen hand at Belshazzar's feast. Temples of worship dot every valley, and their spires, like index fingers, silently point to the throne of Him that reigneth, speaking alike to infidel and saint. Parents who, more than all beside, hold in their hands the future destinies of the world, need the silent power of mental and moral worth. It is all in vain to heap admonitions upon the heads of youth, that they should improve their time, bend every energy to the cultivation of the mind, indulge in no habit that shall hinder the workings of strong, earnest and vigorous thought, while the clear eye of childhood reads, with unerring sight, the inconsistency between the words and the motive forces of the lives about it. It needs strong mechanical power to force water higher than the fountain head, and very few children have more natural talent than the parent tree that bore them, or more *developed* power than they received the impetus for, at a mother's side. There is a silent influence that all can feel, yet *none* explain, in the sacred precincts of the home that sends out a family of children, like the Beechers of our day, to places of eminence and power. The memory of a parent's hour of closet prayer, from which they come with the glory of the Shechinah resting upon their features, will be to sons and daughters that go forth to struggle alone with the stormy elements of appetite and passion, a silent influence that shall win them more to purity of heart than all the polished eloquence of earth. "The letter killeth but the spirit giveth life." Teachers, it matters not whether

you stand behind the sacred altar in temples that wealth has built with a lavish expenditure, or like a Whitefield of old, who had, like his Great Master, a mountain for a pulpit and the heavens for a sounding-board, or behind some bare and box-like desk in a dingy school-room; success must ever come from the silent power of worth, that all may gain, but none can borrow. Your words may be as clear and beautiful as Arctic ice, but they will ever be as cold and powerless, if they are not wielded with conscious strength, and the heart-fire of earnest feeling. The true teacher is called to his work by a power that speaks to his inward consciousness, and he feels as the apostle of old did, when he exclaimed "woe is me if I preach not the gospel." Those who have never heard this voice, whose ideal of a student only reaches as high as a second grade certificate, and who only feel in teaching, the bread-and-butter motive of sure pay with which to adorn the body, have never realized the dignity of the work in which they are engaged, and in the plain Saxon of indignation, they are a disgrace to our fraternity, and the sooner they can find business befitting the level of their intellects, the better it will be for young and old. No one should bear the title who cannot bring some honor to the family escutcheon. The field is as broad as the universe, and the destinies of the world are being hung, perhaps quite too much, in the scale of a teacher's accountability. Wholesome discipline is getting to be a thing of the past in many families, and I have seen stalwart men that stood six feet in their stockings, confess that their ten-year old boys were getting so bad that they could do nothing with them, and, with tear-dimmed eyes, beg of some lady teacher to take them and make them good, obedient and learned. Deceit and equivocation are almost chronic infirmities among the young, and they interlard their commonest expressions with vulgarity and slang. Not long since I heard a young man say to his mother in a quiet talk, that he would "stand her upon her head" if she said much more. Instinctively, I looked to see her hang her head with shame at the exhibition of such irreverence, but she smiled on as placidly as an unruffled lake. While searching for the cause of this state of things, the key was given by a fair-faced lady of this Institute, who said to me in an adjoining room, "tell Miss —— to kiss my foot." I must have looked the picture of blank astonishment. For an instant, I felt as paralyzed—as though I had received a heavy shock from a galvanic battery. As a teacher, I raise my strongest protest against such habits. They drop a silent influence that poisons and debases. We cannot raise others higher than the ideals in our own minds. If we wish our pupils obedient to law and order, we must not disturb public assemblies by levity and conversation. We should bring ourselves to the Bible standard of truth



and virtue, and no more pollute our lips with slang expression than we would have centipedes for our nightly pillows.

One sentinel cannot guard the sleeping thousand from the enemy, but if each one on duty stands at his post, the work will be well done. As teachers, we have all found that to control or govern requires a style of merit that mental power cannot grasp. The rule of the rod and ferule is over. The teacher who thinks that they must be used is the Rip Van Winkle of our day. To tame the spirit by brute force is only an acknowledgment of moral weakness. I have visited many schools in seven of the United States and in the Canadas, but have never been so forcibly struck with the silent power of moral worth in governing as in a graded school of Rome, N. Y. A gentleman made a signal failure in trying to content the vicious and motley elements of canal drivers, street loungers, Irish, German and Negroes, before it was placed under the care of a Mrs. Jones. She is possessed of a will power that never flinches from performing that which she conceives to be right, and in one year, to all human appearance, she had taken the coarse and vulgar qualities from every nature, and inserted the refined, gentle and studious. There was no parade of power; a motion, a quiet word, or a gentle smile, controlled the whole. I almost reverence the quiet enthusiasm that thus inspires to earnest work, and the spiritual power that can thus mould and fashion depravity into goodness.

Progress is the Jehu that drives the world to-day, and those of us who have not the wonted power to keep before his chariot will be crushed beneath its wheels, like the fanatical devotee beneath those of the great juggernaut.

Fellow teachers, we must gain this power by silent, earnest thought and study. I know that there are discouragements, like Bunyan's lions, on our path, but an earnest will shall close their mouths, and we can pass unharmed. I know how often heart and flesh almost fail to the truest workers, yet if we remember that our work shall live on forever, it gathers a silent grandeur that none but God can know, and nought but a seraph's tongue can tell.

MISS S. A. PHELPS.

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WE PASS FOR WHAT WE ARE WORTH.—A man passes for what he is worth. Very idle is all curiosity concerning other people's estimate of us and all fear of remaining unknown is not less so. If a man knows that he can do anything—knows that he can do it better than any one else—he has a pledge of acknowledgment of that fact by all persons. The world is full of judgment days, and into every engagement that a man enters, in every action that he attempts, he is gauged and stamped.—*Emerson.*

PERSONAL RECOLLECTIONS OF LOWELL MASON.

Few people who ever met Dr. Mason will forget him. His grand personal presence, his stern yet kind face, his impressive speech, made an impression not easily effaced. It was not my privilege to be intimately acquainted with Dr. Mason, but I met him a few times, and my remembrance of him is very clear and very pleasant. In the Spring of 1850, I first attended a Teachers' Institute, in Framingham, Mass. I entered the hall at recess, just before Dr. Mason was to give his first lesson in music. I shall never forget how he began that lesson; when all had become still, he stood grandly and in perfect quiet before the class till all eyes were fixed upon him, and every ear was ready to hear what he would say. Then he gave forth a musical tone to the syllable *ta*; he next asked "What did you hear?" The answers were various,—“A sound,” “a noise,” “a note,” “a tone,” &c. He then took up the answers and examined them, explaining the difference between a mere sound and a tone, &c. He showed the evil of confounding a *tone* and a *note* which simply represents it, in a way that would impress all thoughtful teachers with the great mistake of confounding *things with their symbols*. Alas, how many teachers and authors yet need the same lesson! His entire lesson was simple, clear, philosophical; in perfect conformity to the most correct principles of good teaching. It was well worth any teacher's time to attend carefully to one of his lessons, as a mere exhibition of good teaching; even though he should not retain a thought of the subject-matter taught; this was not easily forgotten, however.

Some years later, after I had taught in the Normal School, I was again present in an institute with Dr. Mason. Being unexpectedly called on to give a lesson in arithmetic, I took up the first principles of numbers. The old gentleman sat directly in front of me and followed the exercise with the most earnest attention; and, to my latest day, I shall remember the thrill I felt when, as I stepped from the platform, he tapped me on the shoulder and said: "That was good, that was according to Pestalozzi." He could bestow no higher encomium; and though, in his generosity, he gave more than was deserved, he awakened in a young worker, by his kind words, an inspiration that had its effect.

I was, afterwards, a co-worker with him in the institutes, a few times; and well do I remember the last one that I attended with him; it was also the last time I ever saw him,—now more than fourteen years ago. One evening he lectured in the church, on *Congregational Singing*,—a favorite theme. After a time, he wished the people to sing; as they had no books, he named

a familiar old tune, and "deaconed out" two lines of a stanza. He at once began to sing, and a few followed him, but some stopped to laugh. Taking no notice of the interruption, but giving out the two remaining lines of the stanza, he went on; and before the last line was finished, a volume of sound went up from that congregation, pure, strong and inspiring, that must have done his heart good.

The great aim of the last years of his life was to lead all the people to sing, in the church, the school, and the family. As he conceived, the first thing to be done was to teach all the children to sing at school. To this end he gave his thought and strength for years; and, although he died too soon to know that singing is taught in every school in the land, he gave the cause an impulse which will result in such a state of things at no distant day. It was his hobby,—he meant to make it such,—and well did he ride it.

Noble old man, he rests well at the close of a long and well-spent life; but his work will live after him through all time; and his memory will long be green in many warm hearts.

E. C. H.

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### PERCENTAGE.

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I read in a city paper: "The New Superintendent has effected many reforms and improvements which benefit the public, and at the same time [have] reduced the annual expenses of the place one hundred per cent.,—from \$12,000 to \$6,000."

I read in the city omnibusses: "Fare five cents" "Buy twenty-five tickets for one dollar, and save twenty-five per cent."

Now, I modestly submit that if said Superintendent saves one-half of 12,000 dollars he saves but 50 per cent. of the *usual cost*, and, if I spend one dollar for 'bus tickets in place of one dollar *and* twenty-five cents, I save but one-fifth, or 20 per cent. of the *usual fare*.

To be sure, the sapient arithmetic makers say that the basis of percentage is the *cost*; but, assuredly, if a man tells me that by a certain course of conduct I can save one-half my present expense, I cannot reasonably conclude, that thereby I can save one hundred per cent. of it. The logic is no more reliable than that of the Hibernian, who, on being told that by buying a certain stove he would save one-half his fuel, immediately concluded to buy two, with the commendable intention of saving the whole.

KXIPS.

*VILLAGE AND CITY SCHOOLS. I.*

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Attempts to make laws or establish systems for the guidance of principals of village schools, often are made without desirable results. Although such schools all over the land are counted by hundreds, yet, like the passing clouds, no two are found that are the same in position, condition or surroundings. Young men, when taking charge of such schools, are prone to follow literally that which they have learned from others, not taking care to modify their working, to suit the condition of what they find.

There are, however, some principles, which can be stated, that are applicable to all such work; and others, that can be put in such form as will invite or compel modification, which may be good for all village schoolmasters. The purpose of these papers is to review some of the duties of the class of teachers to which reference has been made; to note, what observation and experience have taught the writer to be sins of omission and of commission. In making these statements the young teacher is constantly in mind; for it is to our young men that the profession must look for its preservation and prosperity; they must be taught, urged, coaxed, if need be, to work arduously for the elevation of the teacher's professional condition.

Let us first look at those duties of the principal which relate to the care and protection of property. He is the custodian, for the time, of all the buildings, furniture, apparatus. and surroundings. Although the title to the property is not in his name, but in that of the Board; although nominally, he is protector of nothing, really, he is guardian of every dollar which his town has invested. This alone is a great trust. A student, with his college diploma, brand-new, who has never been the possessor of more than a thousand dollars at one time, by being placed in charge of the village school becomes the custodian of fifty, often (more's the pity) one-hundred and fifty-thousand dollars. Any single capitalist having that amount in real or personal property, would use much time in looking after it, and through it his own interests. The public property should be guarded no less carefully; the school superintendent is the man appointed and paid for such service. All needed repairs should receive prompt attention; the Board should be at once notified, that the matter may be taken in time. A leak in the roof that can be stopped to-day at an expense of five dollars, if neglected, may cost fifty. A broken banister, a cracked casting, a burnt stove or furnace lining, even a broken fence picket or rail should be promptly repaired. Who is there, who sees all the various appurtenances of the school house and grounds each day, and sees them as the responsible party, like the superintendent

or principal? Even though a committee of the Board has been appointed to look after just these matters, that committee can not be expected to make daily inspection visits; and such visits are indispensable.

The principal should know the exact financial condition of his town, and especially of the Board. A man is improvident indeed, who, without regard to his income, goes on investing in houses, lots, furniture, or luxuries for home. A school Board is not less improvident if, with a small treasury, it invests, at the suggestion of the schoolmaster, in costly apparatus, fine furniture, etc. Every man who has charge of a system of schools has an eye to the fine appearance of his buildings, inside and outside: all desire the best and latest furniture. Many Boards spend money upon the advice of the principal: he, then, should always be prepared to know what he can, in reason, ask for. He should be prepared to deny himself and his school any luxuries or even so-called essentials, when the financial condition will not justify him. Maps, reference libraries, philosophical apparatus, desks—all these often are counted necessities. They are not. Whatever one does, he should remember that fine buildings and furniture will never make a good school: a poor house may contain an excellent school.

The appearance of a school building and its grounds must be regarded, to some extent, as indicating the character and work of the principal of the school. True, as has been said, he is not always directly responsible, but all necessary power will, in time, be vested in him.

In closing this paper, perhaps nothing better can be said on the principal's care of property, than this: Let him treat all the property as he would if it were his own, bought with his own hard-earned money, and repaired and renewed from his private purse.

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#### MEETING OF THE NATIONAL TEACHERS' ASSOCIATION

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It was our privilege to attend the late meetings of the National Teachers' Association at Boston, on the 6th, 7th and 8th of August. In the forenoon of each day, the body met in general session; in the afternoon, the meetings were in sections, viz.: Normal, Primary, Higher Instruction, and Superintendents' Sections. In the evening, the sessions were held in the Lowell Institute. On the first evening, Rev. A. D. Mayo, of Cincinnati, gave a very able, instructive and entertaining address on *Moral Instruction*. On the evening of Wednesday, Dr. Bateman, of Illinois, read an able paper on *Compulsory Education*. The third evening was given to a social gathering in Faneuil Hall; speeches, witty and wise, were made by gentlemen from

different sections of the Union; an excellent collation and fine music were furnished by the city authorities of Boston. The more noticeable of the addresses were given by ex-Mayor Rice, of Boston, E. E. White, of Ohio, Gen. John Eaton, of Washington, John Swett, of California, and Col. Hodgson, of Alabama. This gathering in the old "Cradle of Liberty" was an appropriate and pleasant close of the meetings of the Association. At about half-past eleven o'clock, good-byes were said, and the company separated.

Among the more important exercises in the general session, were an address on the "Lessons of Statistics," by Gen. Eaton, and a paper on "Drawing," by Walter Smith, of Boston; all the exercises, with scarcely an exception, were prompt, timely and instructive. In the several departments, we judge, partly from report as we could not visit all, there was less uniformity of excellence; there was more off-hand discussion, some of which was pointed and valuable, while much was rambling and useless. That numerous class who are in love with their own voices, and who esteem it the height of honor to see their names in a newspaper report, are not wanting in the pedagogic ranks, and the class had several representatives at the Association. We attended mostly the Normal Section. Most of the papers that we heard in that section were prepared with care, and were valuable; the same might be said of a part of the discussions; while a great deal of the talk was stale, flat and unprofitable. According to the ideas of some of the gentlemen, we have no proper Normal Schools in this country. This seemed to us a little strange, in view of the fact that institutions bearing the name are rapidly multiplying, and without doubt, are doing more than any other simple agency to shape the education of the country. We think measures will be taken to make this department of more value at the next meeting.

The day meetings of the Association were held in the commodious and beautiful rooms of the Girls' High School Building; the audiences were large and attentive. The West and South were well represented in the Association, fully justifying the name "National." The President, E. E. White, of Ohio, discharged his duties with a dignity and promptness that won him hosts of friends; and, when we say that S. H. White performed the onerous labors of Secretary with his *accustomed fidelity*, we need say nothing more on the subject to those who know him. All the committees had done their work thoroughly; and, as a consequence, everything moved with more than usual smoothness. All the great railroads, with one exception, refused to grant any reduction of fares; this, doubtless, did much to reduce the numbers from abroad; and yet nearly all parts of the country were well represented, and by prominent educators.

Hon. B. G. Northrop, of Connecticut, was chosen President for the coming year; S. H. White, of Illinois, and John Hancock, of Ohio, were respectively re-elected Secretary and Treasurer. It was voted to meet next year in Elmira, New York; and it was stated, on authority, that the leading railroad lines connecting to that city had pledged themselves to give free return to members coming over their road. All present indications point to a most interesting and profitable gathering next August.

## ANIMAL LESSONS FOR INTERMEDIATE OR GRAMMAR SCHOOLS. IV.

### THE SQUIRREL.

(If possible, a squirrel should be procured, from the study of which, the pupil should gain the required information. If a prepared specimen can not be obtained, the parts (head, feet and tail) most needful may be had.

#### SPECIAL POINTS TO BE DEVELOPED:

*Parts.*—Slim body, large head, long ears; long, bushy tail, with fur arranged on the sides; large, black, sparkling eyes in the sides of the head; two chisel-shaped front teeth (incisors) in each jaw; eight or ten simple, back teeth (molars); snout divided or cleft; four toes with rudimentary thumb on each fore, and five on each hind foot; claws long and hooked; tuft of hair on each ear.

*Habits.*—Gnaws, eats vegetables (nuts and grain): when eating, sits on its haunches and holds its food with thumbs of fore paws. Squirrels live in pairs and construct their homes upon trees mostly, (some burrow in the ground), diurnal.

*Miscellaneous and Popular.*—Beautiful, graceful, playful, timid; easily tamed.

Give meaning of word squirrel, and tell why the animal is so called.

(This is the proper time to show to the pupils the flying squirrel, or the picture of one, and explain the peculiar structure by which the animal is sustained in air.)

### THE RABBIT.

(Let the pupils have the animal to study, if possible)

#### SPECIAL POINTS TO BE DEVELOPED:

*Parts.*—Oval head, rather broad; long ears; full, bright eyes on sides of head; two or four chisel-shaped front teeth (incisors) in each jaw; ten or twelve rootless, back teeth (molars); front teeth remote from back teeth;

hair inside of cheek; body light and slim; chest and shoulders small; short, recurved tail; fore legs, short; hind legs, long; fore feet *five*, and hind feet, *four* toed; soles of feet padded with hair.

*Habits*.—Gnaws, feeds on vegetable food, gregarious; feeds at night (nocturnal), sleeps in day time; advances by leaps or jumps.

*Miscellaneous and Popular*.—Timid, lives in burrows, or in nests upon the ground; the fur is sometimes used; flesh is good for food; can be tamed but not educated.

Show difference between hares and rabbits.

### THE BEAVER. (Use Picture.)

#### SPECIAL POINTS TO BE DEVELOPED.

*Parts*.—Large body; broad head, small eyes in sides of head; front teeth broad and chisel-shaped, and of brown color; two incisors and eight molars in each jaw; flat, scaly tail, nearly oval; five toes on each foot; toes on hind feet webbed; second toe on each hind foot furnished with two nails.

*Habits*.—Gnaws, eats vegetable food, (bark, and water plants,) aquatic, gregarious (mostly), nocturnal, uses tail and feet for oars.

*Miscellaneous and Popular*.—Very timid; builds dams; cuts down large trees with its teeth. The teeth are used by the Indians for cutting bones and other hard substances. The fur is an article of commerce.

### THE RAT.

(Procure the animal, if possible.)

#### SPECIAL POINTS TO BE DEVELOPED.

*Parts*.—Small body, covered with soft, beautiful hair; small, pointed head; broad, rounded ears; small, bright eyes in sides of head; bristles about the mouth; two incisors and six molars in each jaw—molars have roots; long tail covered with scales or lightly with hair; legs short, feet delicate.

*Habits*.—Gnaws; eats vegetable food mostly, will eat anything (omnivorous); sits on its haunches while eating.

*Miscellaneous and Popular*.—Useless to man, except, perhaps, as a scavenger, beautiful, active, sly.

A mouse is a small rat.

Show that the front teeth of all the above-named animals are worn away by use, and tell the pupils that the loss by wear is provided for by the continued growth of the teeth.

Show, also, that it is necessary for the comfort and even the life of the animal that the teeth be worn away.



Study likenesses and differences :  
From the first, get the term *gnawers* and give *rodents* as a substitute  
From the second, develop the following :

Rodents	-	-	-	-	-	{	Squirrel family.
						{	Rabbit or Hare family.
						{	Beaver family.
						{	Rat and Mouse family.
						{	X.

Identify animals studied, both orally and in writing, according to plans previously given.

Write a composition upon the subject, Rodents.

Study likenesses and differences between Rodents and the animals previously considered and make the following outlines :

Herbivorous Animals.	{	Ruminants - -	{	Hollow horn family.
				Solid " "
				Hornless "
		Pachyderms - - -	{	Horse family.
				Hog "
				Elephant "
		Rodents - -	{	Rhinoceros family.
				Squirrel family.
				Rabbit or Hare family.
				Beaver "
Carnivorous Animals.	{	-	{	Rat or Mouse "
				X.
				Cat family.
				Dog "
				Bear "
	{	X.		

EDITOR'S DEPARTMENT.

We are not sanguine as to the immediate good results of the new law in Illinois, compelling the study of the sciences in the common schools. The danger of injury to students by superficial study is apparent. The law contemplates the immediate preparation of twenty-thousand teachers to instruct their pupils in Zoology, Botany and Natural Philosophy. If we put the statement within due bounds, one-half of this number, on the first day of July, knew nothing of the first branches mentioned. On or before the first day of September, these teachers were expected to be examined in these sciences, and to pass a satisfactory examination before obtaining a certificate to teach. The whole matter comes before the mass of country school

teachers quite suddenly. The hurried attempt to cram for examination must, perforce, be followed by some execrable teaching. If the workers for this legislation are content to consider well the element of time; if that class of men who have so loudly cried "practical, teach only the practical," will have patience, that for which they so ardently wish will appear after the lapse of years. Some of them, however, will not do this. There are too many in our land who regard the school-work as valuable, only so far as the facts acquired are considered; the disciplinary powers acquired by the young people are not thought of; hence, by the meeting of the legislature next winter, it must be expected that an effort will be made to annul that part of the law; and the reasons assigned will be, that the children cannot tell how to rid the farm and orchard at once of noxious insects, and that the farmer's boy cannot tell just how much manure, of what kind, shall be put upon a certain ten-acre lot to produce a given crop in a given time. We have been led to this conclusion by conversations with the warm advocates of these studies. We believe in them; we believe Illinois has taken an advance stride, but wish to have it borne in mind that immediate results should not be expected.

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W. H. V. Raymond, of Springfield, Ill., has determined to devote his time to institute work. In view of the new Illinois law, teachers have much to do in preparing to teach the Natural Sciences. Mr. Raymond has been connected with the public-school system a long time. He understands well, the needs of the schools; as an institute lecturer he is by no means in a new field to him. County Superintendents will not be disappointed if, when in need of help at the county institutes, they call for aid from him. As a gentleman, as well as a scholar, he is amply qualified for the work.

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One David E. Cronin, it is said, has published for gratuitous distribution, 100,000 copies of a pamphlet advocating an equal division of wealth. Now, he may be a "fool for his pains," but a sadder thought is that he will find a multitude of fools who will believe in his crazy scheme, men who advocate the interference of government in private affairs, to carry out any foolery that crazy or bewildered brains may devise. Suppose the property of our country were thus divided, it would give to each inhabitant about \$750. Now, what would these agrarians do with the money when they should come into possession of the stupendous fortune? The money would have no value whatever, unless it could buy goods or service, as it does now; but who would care to give goods or service for money that might be taken from him at any time when he should chance to have more than his fellows. It seems probable that the time may not be far off when some of the wild schemes of crazy reformers may take such shape that we must leave laughing at them to resist them. We need not fear that time if our common schools do for our children what they ought to do; otherwise, woe to us when that day comes.

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The sound of the school-bell is again "heard in the land." Back come the teachers from sea-shore and lake, from mountain and cataract, from educational conventions and the old home hearth-stone, and the work of another year begins. Fellow teachers, shall it be a better year than the last? Shall

more be done to make our work tend to a true development of all that is best in the children? Shall every day and every hour have its effect in fitting these future citizens and *sovereigns* for the actual affairs of life? Or shall it be a mere cramming with books in order to pass some examination? And shall we give just as little to the work as possible, anxious only to pass away the time and get our salary? What are we doing by way of self-improvement? What books and periodicals are we reading? What intellectual and moral mine are we just now working? Shall our pupils drink of a living spring or a stagnant pool?

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## EDUCATIONAL INTELLIGENCE.

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CHICAGO.—Conscienceless contractors, incorrigible carpenters, motionless masons, and procrastinating plasterers, leave the school children of North Chicago still pining for houses in which to toe the mark and thumb text-books. The buildings ordered by the Board of Education are not yet ready for occupancy, and nothing but fallacious hope and the will-o'-the-wisp promises of builders leads us to suppose that they will be entered before the first of next December. A new building is ordered to be erected on the corner of Third Avenue and Harrison Street, and there are twenty other corner lots and inside lots in Chicago whereon large buildings might be erected for school purposes and filled with delighted scholars in a week.

An engineer on the C., R. I. & P. Railroad, through carelessness on his part, brought about a collision between his own and another train, at a place called Chicago Junction, not far from where the renowned Cook County Normal School now stands. Tracy, the Superintendent, requested to have an interview with Sir Engineer, and upon the arrival of the latter at the railroad king's office—"Well, sir," said Tracy, "what were you trying to do at the Junction last night?"

"I was trying," replied the engineer, confidentially, "I was trying an experiment, and if I had succeeded in it, I could save millions for this road, and, in fact, for all the railroads in the country!"

"What was the experiment?" asked Tracy, sharply.

"I was trying," returned the engineer, "to make two trains pass each other on the same track."

"A good idea," said the superintendent, "but you'll have to continue your experiments on some other road."

Like that engineer, principals of schools in this city have a weighty problem on their minds at the present time. It is how to make 1,500 children sit in 945 single seats. A good plan is not to try to do it, but to let the younger children attend only one session of each school-day. Children in the 9th and 10th grades do better in every respect by being in school no more than two or three hours a day, and it is easier for teachers to have divisions of ninety scholars, one half coming in the forenoon and the other half in the afternoon, than to have divisions of sixty-three scholars attending all day. But double divisions should not exceed 100 pupils, nor exist in grades higher than the 9th. It would be an improvement to make it a penitentiary offense to enter a child under six years of age by means of false representations. Our schools are crowded with *kinder-garten* and nursery children; indeed, we have in mind a little boy who was six years old on three successive Septembers.

Very few people appreciate the inadequacy of our school accommodations, especially in districts outside the fire limits, where poor people are driven to build. No compulsory attendance law nor truant officer is needed at present; nothing but school-houses and teachers to attract wandering hordes of wretched children from indolence and the pollution of the street.

Not the least pressing want is that of a new High School building, or better, two such buildings, to accommodate the youth of widely separated portions of the city.

Some of our young people have to start at seven o'clock to reach the present High School building at nine.

The new Graded Course of Instruction is a beautiful printed little volume, and it lays down a very reasonable plan of common-school and high-school study.

Some injustice was done the Hayes School in a remark made some time ago concerning the averages of scholars admitted to the High School. It was hinted that high marks might have been brought about by "trimming." But, far from being so, in the case of the Hayes School, one-third of its class passed over two grades last year, and only three members were taken out of the class, and they for very good reasons.

Mr. Howland, Principal of the High School, though offered a higher salary in Massachusetts, still retains his position in Chicago. The salaries paid in this city are not in keeping with the labor and responsibility of the several positions. Teachers in the country, outside the city, are better paid for less arduous work. A young gentleman of the county lately refused a school of 100 pupils with a salary of \$2,000, while the Principals in Chicago have the care of from 1,000 to 1,600 children at \$2,200 a year. But we hope for better things.

PENNSYLVANIA.—The State Teachers' Association held its Nineteenth Annual Meeting, in Philadelphia, on the last week but one of August. The attendance was large. The Association is raising a fund for the erection of a monument on the capitol grounds at Harrisburg to commemorate the services of distinguished educators. When ten-thousand dollars are raised, the committee will contract for a fifteen-thousand-dollar monument. The Association petitioned the legislature to make election day for school officers occur at a different time in the year from other elections. Co-education of the sexes was approved. The meeting adjourned to meet next year at Erie. Edward Gideon, of Philadelphia, is President; J. P. McCaskey, Lancaster, Secretary.

NEBRASKA.—The agricultural college of the Nebraska State University is to be opened the coming Fall. S. K. Thompson has been elected professor of agriculture, and Samael Aughey, professor of agricultural chemistry. The other professors have not yet been elected. An experimental farm of 440 acres, one-half mile north of the city of Lincoln, has been secured, and improvements commenced on it. An arrangement has been made by which a part of the farm is to be occupied by the buildings of the State Fair which are now in process of erection. The State Fair improvements will cost \$20,000.

IOWA.—The State Teachers' Association met at Davenport, August 27th. Professor W. E. Crosby called the meeting to order. Professor S. N. Fellows was made President. Treasurer's report showed \$80 in hand. Chas. Robinson read a paper on the marking system. Various papers were discussed by Profs. Piper, Palmer, Crosby, King, Armstrong, Buck, and others.

The Association, to the number of 200 or more, took a ride in carriages over the new bridge to the island. Col. D. W. Flagler, commandant, addressed them, stating what the U. S. Government was doing in the way of erecting buildings, etc. This occupied the whole of the forenoon of the third day. In the afternoon, important changes in the constitution were made, and the following officers elected for the ensuing year: President, L. M. Hastings, of Ottumwa; Vice Presidents, Wm. Brooks, of Tabor, W. T. King, of Mt. Vernon, Mrs. T. F. M. Curry, of Davenport, J. K. Sweeney, of Cedar Falls, W. C. Davis, of Keosauqua; Secretary, C. P. Rogers, of Marengo; Corresponding Secretary, Miss Sarah Longbridge, of Iowa City; Treasurer, D. W. Lewis, of Washington; Executive Committee, L. F. Parker, of Iowa University, one year; Samuel Calvin, of Dubuque, two years; and Miss P. W. Ludlow, of Davenport, three years.

CALIFORNIA.—Miss J. F. Austin is a member of the State Examining Board in California. She is a graduate of the Bridgewater Normal School; for some time she was a teacher in the Chicago public schools.

Miss Emma Howard, a graduate of the Illinois State Normal, is just commencing her labors in the public schools. The Board of Examiners gave her a first grade certificate, without examination, on the exhibition of her diploma from Normal.

California prescribes a list of text-books for her schools; of course, in many quarters, some of the books chosen do not give satisfaction. We believe State prescription of text-books as unwise as it is undemocratic. By vote of the Board of Education, about 2,800 copies of the *Teacher* are to be sent to school officers at public expense. We think this is right; but what a "fat take" for the *Teacher*! The New School Law, which goes into effect next January, presents several excellent features. Only holders of first-grade certificates are eligible to the office of County Superintendent; in counties containing as many as 2,000 people, the Superintendent must give all his time to the oversight of his schools. Where practicable, school-grounds must be ornamented with trees and shrubbery. Good!

WISCONSIN.—Prof. Chas. H. Allen, the faithful, indefatigable and successful Agent of the Board of Regents of Normal Schools for the past year, has tendered his resignation, to take effect on or before September 10th, 1872. His many friends in Wisconsin will learn of this action with deep regret. He has been identified with the educational interest of the State for several years.

As an Institute worker, when the Institute system was first introduced among us, as Principal of the Normal Department of the University of Wisconsin, as President of the Platteville Normal School, and as Agent of the Board of Regents of Normal Schools, he has given full proof of his ability as a versatile and accomplished instructor.

Efforts have been made to secure his valuable services in the Normal work of California. Our loss will be the gain of our western friends.—*Journal of Ed.*

INDIANAPOLIS.—The schools re-opened on the 9th of September. The Principal teachers, and Superintendents remain the same as last year, except that Mr. Jesse H. Brown, of Richmond, takes the place rendered vacant by Mr. Batton's resignation. Mr. Brown is an excellent man, and a teacher of much experience. The city has purchased the buildings and grounds of the Baptist Female College. The building has been refitted, and will be used for the High School, and the offices of the Superintendents and the School Board. The grounds are among the pleasantest in the city.

A very successful County Institute was in session at the rooms of the Second Ward School-house during the week beginning September 2d, under the charge of Examiner Bell. About 175 names were enrolled; the attendance was good, and earnest work was done. The expense was defrayed by the County Commissioners. Much of the instruction was given by Prof. E. C. Hewett, of Illinois. A highly complimentary resolution, respecting him and his work, was passed unanimously at the close of the session.

ILLINOIS.—From the *Illinois Teacher* we take the following relative to a lecture before the State Institute: "Dr. Gregory's lecture, *A Candid Inquiry into the Real Value and Proper Place of the Common Branches of Study*, was given in the afternoon, and without public announcement; hence, comparatively few besides members of the Institute were present. The remarkable declaration which the lecturer put forth some months ago, affirming the possibility of giving in six months, to a child of twelve years, an adequate knowledge of Arithmetic for the ordinary demands of American life, had whetted all appetites for this further utterance. It can not be denied that some disappointment was felt on finding that the point of exceeding interest to a good many of the audience was not touched—viz., *How* is such a familiarity with Arithmetic to be attained in so short a time? Nevertheless, few, if any, of those who afterward discussed the Doctor's lecture dissented from his main position, that too much time is given to Arithmetic, Geography, and Technical Grammar. And, while we do not believe that the enforcement of what is really good in the looked-for reform is likely to be helped by seriously proposing, as we understood Dr. Gregory to do, to rely on steamers and railways for the geographical education of the masses, we know that the teachers assembled were, on the main points of the address, in hearty sympathy with the lecturer, and that his criticisms of the common school of to-day run parallel with the recent enactments in favor of Natural Science."

The *Illinois State Teachers' Association* will meet this year at Springfield. The hotel accommodation is superior. A reduction in rates will be made by the landlord. Christmas week is the time for the session. Considerable time will be spent on Natural

Science. No men from abroad have yet been invited to present exercises. The committee are expecting an unusually large meeting. The *National Normal*, a school journal of Cincinnati, stated that the last annual meeting at Dixon was a failure.

*Bureau County.*—Princeton High School started with two-hundred and fifty-five, forty more than ever before at first opening.

*Livingston County.*—The public schools opened in Pontiac, Monday, September 2d. The teachers this year will be Prof. J. W. Smith, Miss Belle Rugg, Miss H. Manlove, Phoebe Adams, Miss Josie Schneider, Miss Mattie Hull, Miss Mary Lacey, Miss Z. Scarer, Mr. J. A. Raymond, colored. Chatsworth—Professor Crary and wife have returned, and the schools were opened Monday, September 2d. The Professor and wife are in their old places, with Misses Esty and George as assistants.

*Logan County.*—The Logan County Teachers' Institute convened in the High School building, Lincoln, Ill., July 15th, and continued in session until August 9th.

The following persons were elected officers of the Institute: For Vice President, Miss M. A. Richards; Secretary, R. Brooks Forrest; Corresponding Secretary, Miss Emma Mayfield; Treasurer, Mr. E. G. Hudson. Supt. Regan was ex-officio President and conductor of the Institute. Sixty-five members were enrolled. Daily instruction was given. A committee on resolutions was appointed, which reported the following:

In consideration of the favors we have received since our assembling in this city, be it

*Resolved*, That we hereby return our thanks to the Board of Education in this city for the use of their beautiful building during our session.

*Resolved*, That we acknowledge our indebtedness to Professors Wilkinson, McGlumphy, Harris and Frost, for their earnest, unremunerated efforts to advance our interests, and that we tender to them our thanks therefor.

*Resolved*, That our efficient County Superintendent deserves our thanks for his efforts in securing to us this opportunity for gaining knowledge, and for his labor as an instructor.

*Resolved*, That we heartily approve of the requirements of the new law, placing, as it does, Illinois at the head of all the States in her free school system.

*Resolved*, That we consider this school eminently successful, reflecting credit on its instructors.

*Resolved*, That these resolutions be published in the Lincoln and Atlanta papers, and the CHICAGO SCHOOLMASTER.

L. B. IRWIN, J. H. WRIGHT, MATTIE A. RICHARDS, MARY T. ROBINSON, LOUE LEONI, Committee.

R. BROOKS FORREST, Sec'y.

The County Superintendents hold a meeting at Urbana on the second week in October. Dr. Sewall will read a paper on "Natural Sciences in the Common Schools." The Doctor will also attend Institutes in *Iroquois County* on the first week in the month, and in *Stephenson County* on the last week. An Institute will be held in Neoga, *Cumberland County*, on the last week in September. Prof. Hewett expects to attend Institutes in October in *McHenry*, *Knox* and *Wayne Counties*. Prof. Cook goes to *Shawneetown*, and probably to *Putnam*.

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### ILLINOIS NORMAL.

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"Trunks delivered for 15 cents" was the old familiar cry that saluted our ears as we stepped from the train on its arrival at Normal, on the 7th of September. Finding a small boy, who measured about an inch to the cent, we entrusted to his care our one small piece of baggage. After which, with a sense of security, we started for our old boarding-house. Just at the place where the side-walk from the depot connects with the main line to the post-office, there stared us in the face, "Headquarters, Y. M. C. A." Entering the building, we were delighted to find our old friends, I. E. Brown and H. A. Stewart, in charge. Upon inquiry we learned that this association was filling a want long felt by those students who come among us without friends or acquaintances. In their office was a plat of the city, showing the location of every house where board

could be obtained, and rooms, furnished or unfurnished, could be found, with the price of each. By so doing they save the new students any anxiety, and confer a favor on all those who keep boarders or rent rooms; for which they have the thanks of the students and citizens.

School opened on the 9th inst., with all the departments as full as usual; the entering class was one of the largest that ever applied for admission, numbering one-hundred and fifty. The increasing numbers, which yearly apply for admission, show that the Normal is doing a work which is felt and appreciated throughout the State; and it also makes it necessary to raise the standard of admission. On account of which, this year 39 per cent. of all applicants were rejected. The only change in the corps of teachers is in the Primary Department, which is now in charge of Miss Gertrude Case.

Prof. McCormick was kept from his labors the first week by illness.

For the benefit of those who are unable to complete the year, a short course of instruction in the Natural Sciences is being given. This is for the purpose of enabling them to fill the requirements of the new school law.

The societies held their first meetings, as usual, on Saturday evening. The Halls were well filled; the new students especially, being out in full force. The Philadelphian Society was opened by the Vice President, Mr. Brown, in the absence of the President, Miss Ray. The exercises of the evening were characterized by great excellence. The essay, "Character," by Miss L. Peers, was a production of much worth. This was followed by an oration by J. B. Stoutemyer, "What incentives to action?" A letter from the retiring President was then read, after which Mr. J. D. Templeton delivered an able and impressive inaugural address. After recess, which was enjoyed by all, short speeches were made by Mr. Haynie, of Harvard College, and Mr. Voder, of Bloomington, former members of the Society. "Dreams and Realities," an essay, by Miss Kellogg, presented, in a very pleasing manner, many excellent thoughts, and was well read. The "Garland," by Miss Irene Strickler and Mr. H. A. Stewart, was above the average. Mr. C. H. Rew, the chorister, deserves great credit for the excellence of the music. The officers and members of the Society are all very earnest in the work, and we confidently predict that the record of the Philadelphian, for the coming year, will be equal to that of any preceding year, in its history. PHILADELPHIAN.

MARRIED. — By Rev. R. P. DuBois, on the 5th inst., at the residence of Mr. Isaac H. Wilson, John Ellis Jr., Esq., of El Paso, Illinois, to Miss Lizzie A. Latter, of Hickory Hill, Chester county, Pennsylvania.

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NOTES.—Professor Emory, of the State Normal School, died at Terre Haute recently. — Louisville is hard at work agitating itself upon the question of corporal punishment in its public schools. It has enjoyed and sanctioned the institution from time immemorial, and now that a proposition is made to abrogate it, finds it hard, very hard, to give it up. So far, nothing like a decision has been arrived at, and the war wages so evenly, and yet withal so fiercely, that unless the "straight-out" convention condescends to throw some light upon the subject, there is no knowing what dire results may not accrue. So far as the actual cruelty of the schools has gone, it appears that the female teachers have been worse than the males. This fact may be explained by the thought that each lovely woman is only displaying her characteristic zeal to be at the bottom of all difficulties, inasmuch as she doubtless finds her pupils to be the biggest difficulties she has yet encountered. — *Chicago Times*.

*How to Clean Blackboards*—With a cloth, dampened with kerosene oil, rub the board; all dust will cling to the cloth and the board be left in as perfect condition as when first slated. We are requested to publish this for the benefit of teachers. Mr. Peter Ketelson, the popular and efficient janitor of Illinois State Normal School accidentally discovered this simple manner of keeping the boards in good condition. All who have seen his boards will testify to their universal neat and workable condition. In old times we used vinegar as a convenient acid for cleaning boards, but Peter assures us that kerosene is preferable. Care must

be taken to dampen the cloth but slightly — Rt. Rev. Manton Eastburn, Protestant Bishop of Massachusetts, died on the 12th of September. — The Geneva Tribunal has made up its award on the "Alabama Claims;" it orders England to pay the United States the gross sum of \$15,500,000. Several of the English papers talk very angrily over this result; but the *Times* says they will pay it cheerfully on account of the good effect likely to follow from this peaceful settlement of a threatening question: sensible! — The citizens of Chicago are holding meetings to devise means to aid the legal authorities in arresting and punishing murderers, robbers and other disturbers of the peace. It is urged that murderers are convicted with the greatest difficulty after they are caught; and even then they almost invariably escape the punishment due their crime, either by the interference of the Judges or the Governor. We may, sometime, learn the lesson that we are not near enough to the millennium to make a government of *sentiment and feeling* either safe or desirable. — It is said that Caleb Cushing will return from Paris shortly, and that he intends to visit Mexico soon. He has one of the clearest and best furnished minds in the world, and his more than seventy years, do not seem to weigh him down perceptibly.

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## BOOK TABLE.

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*A Treatise on Physiology and Hygiene for Schools, Families and Colleges.* By J. C. DALTON, M. D. With illustrations. New York: HARPER & BROTHERS, 1871.

Text-books on Physiology are in great demand just now, especially in Illinois. The new requirements of the school law compel teachers to select a book for class use in the higher grades. The inquiries are legion, "what book shall I use?" This work before us, of 400 pp., has been prepared "for pupils and general readers who have no previous knowledge on medical subjects." The binding is of a character to withstand well the wear and tear of student life.

The illustrations are *new*, not imitations of those that have appeared in other books of older date; and although not as numerous as in most books of the class, yet can be made very effective. We believe that the time in preparing the questions found at the close of each chapter, and the space occupied by them, is a waste; not that these questions do positive injury to teacher and pupil; the harm is of a negative sort, in this, that it relieves the student from one sort of labor that he should be compelled to do.

Among the books on this subject for school use, the SCHOOLMASTER does not hesitate to recommend to its readers "Dalton's Physiology" as well suited for a four or five months' course.

*The Child's Book of Nature.* Plants; Animals; Air; Water; Heat, etc. W. HOOKER, M. D. New York: HARPER & BROTHERS, 1871.

As the title indicates, these books, or this book, for they can be had in one volume, are prepared for children. As a proper test of their merits, we have read the first to our little five year old, who cannot read himself. The boy followed the reading and comprehended much, yet did become mystified occasionally.

Again, we have tried the same on our eight-year old, and the boy was held. He urges the reading of the rest. This, to us, is a better demonstration of the merits of the book than any review of a maturer mind.

Primary and Intermediate school teachers can make abundant use of this. If not possible to place it in the hands of the children, surely the teacher can own one himself. A half-hour a day, on two days of the school week, can be most profitably occupied by the use of this book. The information gained here is good for thousands of adults too, as well as children; it will be strange if many old gray-headed boys and girls cannot be interested in their perusal. Would there were more such simple scientific books!



*Haven's Rhetoric. A Text Book Designed for Use in Schools and Colleges, and for Private Study.* By REV. E. O. HAVEN, D.D., LL.D. New York: HARPER & BROTHERS, 1871. 381 pp.

The known scholarship and experience of the learned author of this work is likely to cause the reader to pre-judge favorably. In the preface, he tells us that the "work may be said to have grown, rather than to have been written, for the purpose of making a book." The persistency, through the work, with which the student is required to practice as well as theorize, is a prominent feature, and we believe an excellent one. The division of subjects is as follows: 1. Words, and the material of expression; 2. Figures of speech and thought; 3. Composition and style; 4. Invention; 5. Elocution. This last, though not always found in Rhetorics, belongs properly there. Many teachers now-a-days turn with longing, towards anything that promises better results than the ordinary works in hand. This of Dr. Haven's is worthy of attention and study.

*Drawing Book for Schools and Beginners.* Designed and drawn by M. H. HOLMES, Teacher of Drawing and Painting, Chicago, Ill. HARPER & BROTHERS, New York.

We have received Nos. I., II., III. and IV. of this series. The teaching of drawing is fast becoming a fixture in the public schools. It is important that proper systems and apparatus be used. These books are evidently designed by a master, and serve well the purpose intended. Each book contains twelve lessons, with blank pages for the pupil's work. The paper is of the very best. The printed instructions are few and concisely stated. We are sure that this series is entitled to rank high among the works of the class.

*Sewall's Botany. Designed as a Text-Book for Common Schools, and an Elementary Work in High Schools and Academies.* By JOSEPH A. SEWALL, M. D., Professor of Natural Sciences in Illinois State Normal University. Chicago: GEORGE SHERWOOD & CO.

This is an elegant volume of ninety-two pages. In the paper used and general make-up, it is the most substantial and beautiful work for common-school study that has come to us of late. The engravings are striking and accurate, and of a size with the objects represented. As to the reading matter, it is concise and to the point. The book contains what every child should know before leaving our public schools, and is planned to lay a good foundation for after study in the beautiful science of Botany. With the great number of studies pursued at the same time in primary and grammar schools, it would be inadvisable to attempt to exhaust the subject of Botany therein, but with this little book in hand, children may obtain an outline view of the study, sufficient to serve all ordinary purposes, or to excite a curiosity which may be gratified by more extensive works, or by actual experience in forest and field. J. M.

*The Eclogues, Georgics and Moretum of Virgil.* Edited by GEORGE STUART. ELDEREDGE & BROTHER, Philadelphia, 1872.

*The Histories of Livy.* Edited and Annotated by THOMAS CHASE. ELDEREDGE & BROTHER, Philadelphia, 1872.

These books show the same careful discrimination in the notes that has been a marked characteristic of all the classical text-books so far edited by Messrs. Chase and Stuart. The notes seem to give, by occasional translation, by explanation of the meaning and construction of intricate passages, and by reference to some seven or eight of the more commonly used Latin Grammars, all the assistance that the student needs, so that he may not waste his energies in toiling along the wrong road, or in trying to solve puzzles, without taking him up and carrying him, or depriving him of the zest inspired only by conquering difficulties. The books of this series not only help the student to learn his lesson, but help him to become a thorough scholar; and this cannot be said truthfully of many of the classical text-books in common use.

The Eclogues and Georgics seem to be prepared to meet the use of pupils not very far advanced in the study of Latin; probably for their first study of Latin poetry. This book contains a lexicon. Now, while we have no particular fault to find with this lexicon, for it seems to us, upon a careful examination, to contain all that a lexicon of 2,000 words comprised in ninety pages of fair sized type could, yet we think that when a pupil has begun to read an author as a classic, and not merely that by studying certain

sentences he may master certain constructions, then he should go to a good sized lexicon, and should not find ready at hand just the words that so good a scholar as Mr. Chase, or Mr. Stuart, thinks the best for him to use. While we expect the pupil to spend the most of his time in studying how to parse words, and in learning the paradigms and rules of syntax, then certainly it is well not to require him to go to the large lexicon to find what the words mean; but when he is far enough advanced to study Virgil or Cicero, he must not be confined to a small vocabulary if he is ever to acquire that taste in the use of language, and that quick perception of delicate shades in the meanings of words, which are among the chief benefits derived from a study of the classics.

The Livy contains the first and the twenty-first and twenty-second books, or the history of Rome up to the time of the expulsion of the kings and the establishment of the republic, and of the Second Punic War. There are also a few extracts from other books of the history. The student by reading this book will make himself familiar with the history of Rome during the two most interesting periods, and will also become acquainted with the best parts extant of Livy's works.

These two new books, bound in a style already becoming familiar to the public, will be welcomed by all who like a text-book of convenient size, with clear type on good paper.

*The Fixed Stars. Maps for Out-Door Study.* From "First Lessons in Astronomy."

By E. COLBERT, E. A. D., Dearborn University. Author of *Star Studies*, etc.

Chicago: GEORGE SHERWOOD & Co.

This is a handsome volume, made up of heavy tinted paper, to stand the wear of out-door study. Its maps are the most intelligible we have seen. Formerly the study of astronomy was pursued in schools with the assistance of large maps of the heavens, covered with highly-colored mythological figures, and explained by copious notes of ancient poetic lore. The next move was the discarding of those gaudy maps, and the issuing of text-books in which astronomy was treated mathematically, and in a more scientific manner. In these latter works, the constellations are neglected, as the planets and their motions were overlooked in the former. It seems to us that Colbert's work takes the golden mean in its mode of treating the subject, printing the stars in such manner as to be easily identified, and connecting them by lines sufficient to form outlines, by which the imagination is enabled to construct the figures, that sages of old traced upon the sky.

The book has, in addition, a number of valuable tables relating to both planets and stars.

J. M.

*In Christ.* By Rev. A. J. GORDON. GOULD & LINCOLN, Boston.

This is a tasteful and elegant little volume of 209 pp., just issued. Its reading has pleased us much; the author joins almost everything of Christianity, both of faith and of life, into one system, by means of the phrase he has chosen for his title. The book is intensely *orthodox*, but the author's spirit is so admirable, and his style has so little of pugnacity in it, that it seems to us that even those who are least ready to accept his statements can rise from its perusal with no feeling of animosity. Such as hold the same faith as the writer can hardly fail to receive great delight and profit from his work.

*The Common School Arithmetic*, 335 pp. *The First Lessons in Numbers*, 120 pp.

*The Elementary Arithmetic*, 220 pp., and the *Mental Arithmetic*, 180 pp. All by

JOHN H. FRENCH, L. L. D. HARPER & BROTHERS, New York.

These several books constitute French's Arithmetical Series, at present; a higher is in course of preparation. We have never used this series, but a somewhat careful examination has convinced us that these are among the *very best* books on this subject now before the country. In our examination, we have found many things which we do not remember to have ever seen in any book before, but which a somewhat extended experience has led us to regard as very essential to a clear comprehension and elucidation of arithmetical science.

Among the many excellent characteristics of these books, we will instance the following: The truly progressive character of the exercises; the beauty and aptness of the pictorial illustrations; the excellent character of the numerous problems, teaching so much of the business transactions of men; the numerous pointed and philosophical directions

to teachers, among the very best we have ever seen; and the general appearance and almost perfect typography of the books.

We cull a few statements which strike us as specially worthy of attention. "Integers and Decimals are but parts of the same class of numbers. They are both subject to the same laws, and all operations upon them are based on the same principles. Therefore, in the natural order of arrangement of subjects, the proper place for Decimals is immediately after Integers. Compound numbers differ from integers and decimals only in the scales of increase and decrease, which, in the latter are uniform and decimal, while, in the former, they are irregular and varying." *Preface to Elementary*, p. 1. "Require the pupils to construct the Tables of Addition, Subtraction, Multiplication and Division before committing them to memory. They can do this by using counters to form the combinations." *Elementary*, p. 210. "Explain clearly that the *simple value* is the number of ones or units expressed by the figure, and the *local value* is the value given to these units by the place; *i. e.* one is the value of the figure determined by its form, the other by the place it occupies." *Common School*, p. 5. "Regard the fractions (in mixed numbers) as lower, and the integers as higher denominations, and add and subtract as in compound numbers." *Common School*, p. 193.

The principles of Multiplication and Division are clearly and correctly given. Many books fail here. The explanations of operations in Square and Solid Measures are excellent. The Metric system is given, but does not engross too much space. The usual absurd rule for finding Least Common Multiple is omitted. The subject of Percentage is much better treated than commonly. In Extraction of Square and Cube Roots there is no use made of *surfaces or blocks*. The Mental Arithmetic is arranged to be used constantly in connection with the written work of the other books. Operations in United States money are put with the operations in decimals. There is a very large number of excellent miscellaneous questions. We regard all the points as worthy of very high commendation.

There are a few things which do not please us. There are too few questions without answers. We are told, on p. 15, of the *Common School*, that "the values of places increase from right to left in a ten-fold ratio;" this is true, but is it not "strong meat" for beginners? On p. 37 of the *Elementary*, the pupil is directed to take one from the next higher order, whenever a denomination of the subtrahend exceeds the corresponding denomination of the minuend, but, always afterwards, he is directed to add to both minuend and subtrahend, in such cases; the change is, in our opinion, an unwise one. But that which has vexed us most of all is that there is a constant confounding of *number and figure*; the pupil is told again and again to "add figures," "multiply figures," "divide figures," etc. We are surprised, beyond measure, that an author so careful and accurate as Dr. French should be guilty of such an absurdity. We hope this error will soon be removed; it is a terrible blotch on the face of what is otherwise so fair.

*The Days of Jezebel.* By PETER BAYNE. GOULD & LINCOLN, Boston.

It is the author's belief, as stated in his preface, that "sufficient space has not been allotted to the part played by Queen Jezebel," by those who have written about the Israelites in the times of Elijah and King Ahab. This omission he has attempted to correct by a dramatic poem in blank verse. The principal characters introduced are Ahab, Elijah and the Queen. Mr. Bayne has been long and favorably known as a prose writer. Whether this poetic venture will increase his reputation remains to be seen. It seems to us that the work will do much to throw light upon that remarkable period of sacred history. The appearance and mechanical execution of the book are worthy of high praise.

BOOKS RECEIVED—*Graded Course of Instruction.* For the Public Schools of CHICAGO. April 10, 1872.

*Addresses and Proceedings of the National Educational Association.* 1871.

*Brown's Physiology and Hygiene.* WILSON, HINKLE & Co., Cincinnati, 1872.

*Latin Lessons.* By R. F. LEIGHTON. GINN BROTHERS, Boston, 1872.

*Exercises in Greek Prose Composition.* Part I., by ELISHA JONES. Part II., by JAMES R. BOISE. Chicago: S. C. GRIGGS & Co., 1872.

## PUBLISHERS' DEPARTMENT.

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THE SCHOOLMASTER is daily receiving letters asking for information relative to text-books for use in school. We do not answer all of these letters, we cannot, we have not time. We wish now to refer such correspondents to our advertising pages. Every book needed in the school, and many for teachers' use especially, can be found named there. It is not vain boasting to say that no periodical now published, presents so great an array of strictly first-class publishing houses. Nearly every reliable school-book publishing house is represented. These advertising pages are of great value to our readers. Teachers who are in need of a text-book for introduction can always find what is wanted by referring to these pages. If works for the library are desired, no firms in the world excel in ability, merit, or in the size of list, those whose names appear in the SCHOOLMASTER.

At this, the beginning of the year, many are contemplating changes. We are willing to put the list of advertisers in the SCHOOLMASTER before our friends with this assurance, that no journal published, that presents so large a list of advertisements to its readers, can so sincerely vouch for the integrity of the firms represented. Publishers are prone to insert notices, the truth which they cannot vouch for; the SCHOOLMASTER is fortunate in this respect. Take, to-day, from the schools, the works of these houses, and not a school west of the Alleghanies would be left with material for running.

This space is devoted to the book-houses because it is due them and due our readers. The SCHOOLMASTER is rightfully proud of the character and reliability of the firms represented in its present advertisements.

All new school-books published, that come into our hands receive notices, complimentary or otherwise. This Book Review Department has been kept sacred from interested parties. Unprejudiced and able men have been asked to read and notice our books from a critic's stand-point. This, that our readers may know the SCHOOLMASTER'S opinion: we have striven to make that opinion worth something. When, during the year just past, a work on Geography was sent us, so worthless in its merits as to be almost monstrous, we promptly said so. By publishing the opinion, money was lost by the publishers but saved by the schools. These book notices will be continued and be maintained in as just and critical a manner as we are able to control. If a poor work is in the market, the SCHOOLMASTER will say so. Our readers may depend on this.

We are glad to notice that by the action of the school-board last evening, the skill and enterprise of Messrs. A. H. Andrews & Co. has received a most signal and gratifying indorsement. The latest (but probably not the last) improvement devised by their ingenuity is the dovetailing of iron and wood together in such a way that a remarkable firmness and strength is secured in their school-desks and seats; and at the same time a neater and handsomer article is produced than by any other known method. After a trial of this improvement in several of our city schools, during the last year, the board last evening voted to purchase \$5,000 worth more of these desks.—*Chicago Times*.

The success of the above house is unprecedented. The school furniture of A. H. Andrews & Co. can be found in every part of our country.

They have also recently published a little book for beginners in school, called *Webb's First Lessons in Language and Drawing*. This book is being introduced into hundreds of primary schools. It deserves to be. The testimony of *all* is that it covers ground that no other text has ever done, and in smaller space. The CHICAGO SCHOOLMASTER says of it: "We assert that a pupil of ordinary ability, carefully led to develop in regular order each lesson in the book, is much better prepared to pass directly to the work in the Third Reader, than another, of equal capacity, who has gone over the imperfect work contained in the First and Second Readers."

Send to the publishers for specimen copy by mail at fifteen cents.

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

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## *INSTRUCTION IN THE NATURAL SCIENCES.*

### HINTS TO TEACHERS.

The time has come when the experiment of introducing the study of Natural Science into the common schools of the State of Illinois must be entered upon. It is assumed that school directors and teachers are acquainted with the requirements of the new law in this respect, and that they intend, in good faith, to endeavor to comply with those requirements to the best of their ability.

How shall the Natural Sciences be taught? in what way can the spirit and intent of the law be most successfully carried out? These are questions of the greatest practical importance, and should be carefully considered at the very outset of this new movement in our scheme of public education. A radical mistake here would go far to neutralize or defeat the ends and purposes contemplated by the Legislature in adding Natural Science to the existing course of study in common schools.

In seeking right answers to the foregoing inquiries, it is therefore necessary first to consider what were the chief ends contemplated, the main results hoped for, by these changes in the school law? If I correctly interpret these new provisions of the statute, and rightly understand the sentiments of those members of the Legislature who were chiefly interested in securing their enactment, the great end sought was to lift the schools of the State out of the grooves of a bookish routine; to redeem them from barrenness and leanness; to pour into them, and through them, the fresh breezes of life and nature; to enrich and fertilize them by the infusion of new ideas, derived from the study of the protean forms and marvelous phenomena of the material

world; to vitalize and strengthen them by exercises requiring more intelligent observation and less mere memory; to turn them more from words to things, from books to nature, from the unintelligent iteration of dead forms and phrases, to a wide-awake observation and keen-sighted scrutiny of the multitudinous objects of living interest, grace and beauty with which the outer world is filled. In this way it was hoped that the schools would be quickened and vivified, the boundaries of useful knowledge enlarged, and the youth of the State be familiarized with the elements, at least, of those sciences which are in themselves so ennobling, and which are so closely related to the great industries of this Commonwealth.

If such was the leading object of the Legislature in prescribing the study of Natural Science in the common schools, the question recurs: How can that object be most effectually attained? In other words, what is the best method of teaching the elements of Natural Science in the public schools? And here another preliminary inquiry arises: Was it the intention of the Legislature to make the study of those elements general, in all the grades and stages of common school instruction, from the lowest to the highest, or to limit it to the most advanced classes and to high schools? This inquiry is important because the question of methods is largely involved in it. It is obvious that a plan of instruction that might be advisable, or even the best, for the most advanced pupils, might be very inappropriate for under classes and beginners. No doubt is entertained that it was the intention, to put the elements of the Natural Sciences into all the public schools of the State, of every kind and grade—to make the study of them as common, as universal as the study of the seven elementary branches previously required. It was assumed, correctly I think, that any child of suitable age and of sufficient mental and physical health and strength to attend a public school, might as well be set to learning about plants and animals; about the things on the ground beneath its feet, in the air above and around its head, in the waters of familiar streams and brooks, and in forests, orchards, meadows and gardens; as about the inanimate letters of the alphabet, the dry processes of word-making and spelling, the mysteries of pronunciation, accent and emphasis, and the abstraction of the multiplication table. While the Legislature admitted the importance and necessity of instruction in those rudiments of learning, and retained all of them without abridgment, it seemed to assume that the elements of Natural Science might be superadded, not only without detriment to the former course of study, but with positive advantage thereto, and the assumption is believed to be well-founded. I do not doubt, that not only as much, but more and better progress will be made in the old seven branches, in connection with the four new ones, if properly taught, than has heretofore

been achieved without them, so that the gain will be more than equal to the whole amount of the knowledge of Natural Science acquired. This will result, it is believed, from the awakening and inspiring influence of the new studies upon both teachers and pupils.

In the light of what has been said, it must be very obvious to all, that the benefits of these new studies will be best secured by the method of *oral lessons*, instead of recitations from text-books. Indeed, if the teaching of the Natural Sciences is to fall into the old ways, merely so many lines or pages of a book to be memorized and recited daily, the law might as well be repealed, for it will only enhance the very evils which have so long benumbed and stupefied the schools.

Then, teachers, with these new and living themes, let there be also new and living methods. Leaving and forgetting the beaten paths of book-answers to book-questions or bookish abstracts, enter the new path that leads out amid the manifold works of God, and there gather treasures of knowledge *at first hands*. If the subject of the lesson is a particular flower, do not have the pupil read or recite what somebody else has said *about* that flower, but make the flower itself your text-book. It was written by the finger of God himself, and is without blemish or mistake; its lines are more perfect than were ever drawn by human hand, its colors have a richer and warmer flush than brush of artist can impart. Take the beautiful thing in your hand, inspect its wonderful structure, note its component parts, point out the rare delicacy and grace of its form and finish, tell its attributes and qualities, show wherein it is like, and wherein different from, other flowers of its class. Do all this in the presence of your pupils, before their eyes—do it with the gentle enthusiasm and loving inspiration that ever touch the heart and pervade the soul of him who with honest purpose puts himself in communion with Nature—do this, and dull indeed must the little ones be, if they do not respond with joyful interest to such instruction.

Pursue the same course with each of the other Sciences, so far as practicable; teach orally; discard text-books almost wholly in all the earlier stages of the pupil's course. Above all, *don't attempt too much at a time*. This is the danger to be specially avoided. Teach systematically and methodically, but go little by little, step by step. Lay out the work beforehand for each week or month, and be sure to complete what is thus prescribed, but don't lay out too much. Let each lesson be short, very short, but give it with all the spirit and force you possess. Illustrate with natural objects in all possible cases. Test the pupil's knowledge by frequent reviews, not by asking them to repeat what you have *said*, but by requiring them to exhibit and illustrate, objectively, what they have *learned*. Keep them close to visible,

tangible, appreciable material *things*, all the time. Make it impossible for them to advance a step without using their own senses and powers of observation. Cause it to be understood that mere words are of no value in themselves, any more than the figures or letters on a bank note, or on the face of a watch, or on the scale of a thermometer; that it is, in each case, what is *represented* or *signified* by the word or letter, that constitutes its value; that as a parrot or an automaton may be made to utter words of grandest import, and be but a senseless parrot or automaton still, so a child may memorize and give trippingly on the tongue, the whole nomenclature of a science, and yet be utterly ignorant of its simplest facts and principles; and that, on the other hand, the little boy or girl who works up to the exact meaning and import of a few words and terms, through the study and comprehension of the things, ideas, or relations of which those words and terms are but the symbols, is in the straight path to true knowledge and learning.

One good effect of this rational method of elementary training is in the encouragement it gives to those pupils who are deficient in mere verbal memory, and who are therefore accounted dull, and in the check it administers to the conceit of those who are able simply to memorize with facility. Standing at the bar of Nature, the children, in this respect, are all equals. Her richest treasures are for those of closest inspection, keenest insight and most patient and intelligent study, not for those who are merely the quickest to memorize words. Every observant teacher knows how disproportioned is the nominal standing of many a pupil to his actual industry and vigor of intellect, owing to the possession of this power of rapid and easy memorizing, and all such will appreciate the value of a truer and juster test of scholarship and rank.

Let it be kept in mind that I am commending what seems to me the best way to instruct *beginners* in the rudiments of Natural Science. I do not say that some teachers may not be able to make judicious use of a text-book, even at the outset, or as soon as pupils are able to read fluently. Much less would I approve the one-sided and extravagant notion, now becoming so prevalent, that text-books should be entirely discarded in public schools, and all the instruction be oral. A *good and suitable* text-book, in the hands of a teacher who knows how to use it, and how to direct its use by pupils, is always a help—one never to be undervalued. And for *advanced* classes in the Natural Sciences, text-books are almost indispensable, even with the best teachers. But it cannot be denied that too close and servile an adherence to what is put down in the book, no more and no less; mere text-book teaching, if teaching it can be called, is a prevalent and enormous evil in our common schools. It both begets and fosters indolence and dullness in the teacher, and



eliminates all life and interest from the recitation, reducing the work of the pupil to a mere exercise of memory. The effects of this practice in primary classes are particularly deplorable, repressing the child's inquisitive nature at the very outset; giving its faculties of observation and perception nothing to do, at the period of their greatest activity and alertness, and when the exercise of them is most attractive and beneficial.

To break up this lamentable practice, and to bring a new life, a healthful and inspiring element into our primary schools, if possible, I make this plea for oral instruction in the Natural Sciences. If earnestly and wisely pursued, it will not only awaken and animate the little school children, redeeming the weary hours from dullness and apathy, but it will quicken and vitalize the teachers as well, infusing fresh power and vigor into all their work. Force is also added to this plea from the fact, elsewhere adverted to, that there is, as yet, a conspicuous lack of text-books adapted to these elementary stages of the work to be done, except perhaps in Botany.

Assuming, then, that the first teaching in these branches should be mainly oral, a few words are added by way of more particular suggestion to teachers.

All technical terms of description, definition or classification should be led up to, by questionings on objects presented to the sight and touch of the pupil, when practicable, and called to his recognition when they cannot be presented. In selecting objects from which to deduce description and class, one exhibiting the distinguishing characteristics of its class most prominently should be selected. In Zoology the horse or cow, for instance, should be selected as the type of the vertebrate, rather than the frog or snake. The inflorescence of the polk weed or currant bush will better exhibit the *raceme* variety than a specimen whose pedicels are so short as to make it difficult for any but a skilled botanist to determine whether he has in hand a *raceme* or a *spike*.

Some knowledge of specific objects may be gained by simple perception, as that an animal has a back bone, suckles its young and lives on herbs. But unclassified knowledge is of but little value. In the study of objects, the mind should be constantly led to perceive and note resemblances and differences; resemblances, in order to classification, that those things which belong together on a given basis may be associated together in the mind on that basis; differences, that those characteristics which separate objects should have the effect of separating them in the mind. To illustrate, the horse and the lion have the common characteristic of a back bone, hence are both vertebrates; they have likewise the common characteristic of bringing forth living young and nourishing them with milk, hence are both mammals; but

the *dict* of the horse is one of *herbs*, that of the lion one of *flesh*, hence the first is herbivorous and the second carnivorous. The oral lesson therefore should ever have in view not only the development in the child of the power of simple perception, but the perception of differences and the specific disciplinary value of the new branches gained.

To conduct an oral lesson with profit, the teacher should settle beforehand *exactly* what points he wishes to bring out, and thoroughly prepare himself to do it. He should give the pupil nothing of description or definition which he can draw from him, and should be careful to see that all statements of pupils in their replies to questions be grammatically correct, clear and exact.

NEWTON BATEMAN.

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### THE WIDER SPHERE.

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In the teacher's profession there are duties to perform—and *duties*. To the teacher who has only developed into a wider sphere of professional activity, by leaving the schoolroom and the high sounding title of Professor, for the more onerous, though less respected business, of a perigrinator in the interests of some school-book publishing establishment, these duties present, doubtless, peculiar phases.

By those who still pursue the daily routine of school duties, actuated only by a desire to hurry the indices on the dial so as to mark the temporary close of their allotted toil, such a traveler is regarded as having, by some stroke of good fortune, been placed outside the reach of those petty annoyances which weary *his* life, and which he would gladly exchange for a liberal salary and expenses in the employ of any house rash enough to publish the lucubrations of the veriest tyro in any branch of science. Or, he is wastefully burning the midnight kerosene in the futile endeavor to cudgel his own brains into yielding something which will fill the covers of some book, however small, wherewith he hopes at no distant day to win fame, if not a competency.

*Macte virtute esto*, brother mine, and let not your daytime or your nighttime be disturbed by such whimsical visions. The realities would soon disabuse your mind of its unhealthy tendencies, and leave you, I wot, in much better condition for the performance of those duties, *and duties* whereof you know. But, even by those who love the toil and fatigue of the teacher's work, by reason of the splendid results which always follow disinterested and arduous labor in any vocation, the so-styled guerilla is regarded with perhaps a too sinister *respect* (re-spicere). With them, he is at best but a necessary evil, and frequently to his face styled a *nuisance*, notwithstanding the free and

easy user of the President's English may admittedly be in utter darkness, so far as the wares are concerned, which are thus apostolically recommended to his attention. My brethren, ought these things so to be?

Mayhap, however, a tender spot is found in the heart or conscience of the Professor, and it is discovered that a new publication has really points of merit which entitle it to, at least, a respectful consideration. But, a suggestion to this effect will bring down upon the devoted head of the school superintendent the vials of wrath of the school board, of the patrons of the school, and of the tax-payers. So he discreetly keeps quiet, while the machine still goes on in its humdrum way, notwithstanding every joint and gudgeon is creaking for want of the lubrication which might so readily, and even cheaply be supplied.

Again, should this storm of indignation be risked, and a modern book be placed within the reach of the pupils of a school, the result is but local; we have then the oases in the desert, but the desert remains. And why? What of the means of communication of the nineteenth century, the press, the postal service, the telegraph? Oh, nothing! Our best men cannot afford to give an opinion on the results of their extended experience, because, forsooth it may *compromise* them in their positions. Is a true teacher's duty done when his labors are confined to his own immediate diocese, and his influence carefully kept within certain prescribed limits? Will a wider sphere of influence be of lasting or even of temporary injury? If so, to what are we coming? Has the faith of the world in honor and probity become utterly exhausted, that a *double entendre* must always be supposed in the simplest production? Let us have more independence, less policy; more *esprit de corps*, less petty jealousy; more faith and less distrust in humanity; so shall we live still in comparative harmony, and the despised *guerilla* be allowed at least a reasonable place in the brotherhood of teachers. VIATOR.

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#### DUTY.

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As the hardy oak is growing,  
 Howsoe'er the wind may blow,  
 As the untired stream is flowing,  
 Whether shines the sun or no;—  
 Thus, though storm-winds rage about it,  
 Should the strong plank, Duty, grow—  
 Thus, with beauty, or without it,  
 Should the stream of being flow.—D. F. Macarthy.

*TIRED MOTHERS.*

A little elbow rests upon your knee,  
Your tired knee, that has so much to bear;  
A child's dear eyes are looking lovingly  
From underneath a thatch of tangled hair.  
Perhaps you do not heed the velvet touch  
Of warm, moist fingers, folding yours so tight;  
You do not prize this blessing overmuch,  
You are almost too tired to pray to-night.

But it is blessedness! A year ago  
I did not see it as I do to-day,—  
We are so dull and thankless; and too slow  
To catch the sunshine till it slips away.  
And now it seems surprising strange to me,  
That while I bore the badge of motherhood  
I did not kiss more oft and tenderly  
The little child that brought me only good.

And if some night, when you sit down to rest,  
You miss this elbow from your tired knee,  
This restless, curling head from off your breast,  
This lisping tongue, that chatters constantly;  
If from your own the dimpled hands had slipped,  
And ne'er would nestle in your palm again;  
If the white feet into their grave had tripped,  
I could not blame you for your heart-ache then.

I wonder so that mothers ever fret,  
At little children clinging to their gown;  
Or that the footprints, when the days are wet,  
Are ever black enough to make them frown.  
If I could find a little, muddy boot,  
Or cap, or jacket, on my chamber floor;  
If I could kiss a rosy, restless foot,  
And hear it patter in my home once more;

If I could mend a broken cart to-day,  
To-morrow make a kite to reach the sky—  
There is no woman in God's world could say  
She was more blissfully content than I.  
But ah! the dainty pillow next my own  
Is never rumpled by a shining head;—  
My singing birdling from its nest is flown;  
The little boy I used to kiss is dead!

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*ORIGINAL THINKING.*

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Nothing so disheartens the zealous teacher as the inability of his pupils to reason independently on principles, which he has strained his nerves, fatigued his brain, and impoverished his blood, to instil into their young and receptive minds. Very few young people are able to reason from what they understand moderately well. They memorize processes and rattle off, parrot-like, their well-conned lessons, and we dignify the performance with the title of explanation or analysis.

Deficient as they are in reasoning, they are weaker still in the power of making generalizations and original combinations of ideas. We have learned to have little confidence in the wit of children to carry them triumphantly through ordeals in which they must rely upon themselves, and one of the worst tendencies of our system is that we shape our instruction to encounter a threatened examination, attempt to anticipate the very questions, (and often succeed), and prepare our pupils by tricks and artifices to manipulate, rather than to solve problems, and to parry, instead of answering questions. We are preparing them for examination, not for life. We strain after high averages, not to lay a broad educational foundation. Our drill is the training of the pugilist, not the moderate exercise conducive to health and long life.

We help children too much, because we know how unable they are to help themselves. We study the examiner to make our pupils familiar with his phraseology and manner of asking questions, instead of trying to develop the child's faculties, or to give him a serviceable education. The principals take their cue from the superintendent, and the teachers from the principals. So few teachers think for themselves that proper persons must be employed to think for them. It is but another form of an infallible church with a Supreme Pontiff; and, as the glory of the church means the abasement of its members, so, in the schools of large cities, originality is in danger of being sacrificed on the altar of system.

But, while we allow that methods of instruction are not always perfect with us, and that a grand system may be oppressive in some instances, we must present the real trouble to the notice of the stupid parents of stupid children. The fact is, that so many of our pupils are destitute of the power of independent thinking that we have to abandon the leading-out process in order to hold our places, and resort to the cramming system to produce results as consideration for the money we receive. In private schools the expedient is to put children through the books, to make them appear educated; but with the numerous and searching examinations in public schools, and with so many dull children on our hands, there is nothing left for us but to cram.

Of five children, one *thinks*, another *commits* and *remembers*, a third *commits* and *forgets* with about equal facility, a fourth *commits* badly and *remembers* worse, and the fifth is guiltless of all scholastic proclivities. Now, had we only the first class to deal with, we could put in practice the theories of the most eminent and visionary writers on education; but the remaining four are as anxious to be advanced as the one little philosopher, and the fifth is the most anxious of all; for he is to get a pony, or she, a piano, on the day of admission to the high school. Thus, it is in teaching indifferent scholars that we are obliged to descend from our high philosophical perch, and put in practice the tricks of our trade. Teaching is an art as well as a science, and no matter how scientific he may be, woe unto the man who is unable to come down to the art.

Far be it from us to sneer at the dullness of children. Were a gentleman from Mars to visit us, knowing the history of the human race, its schools and churches, he would be surprised to find a spark of the reasoning faculty smouldering in the ash-heaps that the children of men call brains. The masses of men are not yet high enough in the scale of creation to do much in the way of thinking, and, moreover, there are at least two well-drilled and well-paid armies in the field to keep men from thinking for ages to come. Not one man in a hundred thinks for himself—it would be more correct to say not one in a thousand—then what can we expect of immature children? It is not long since it was a sin and a crime to think, and even now, it is a great reproach. The thinking faculty, or faculties, are rudimentary in most men's minds, like the mammillaries of the male, or legs in the snake. What produced this sad condition would require a separate article to explain.

When a man presents a new idea, his sanity is questioned. Business men rarely think—they are creatures of habit; teachers do not think—they are bound in the chains of theory; and theory, like faith, is not thought, but the absence of thought; our friend reads everything from a dime novel to Thomas Carlyle and Emerson, and vents talk upon us by the hour, yet a new thought never was formed in his skull, nor ejected from his mouth; our preacher never says anything—he rattles the small change of theology between his palms until the monotony of sleep drowns the monotony of hearing—so it is with the bulk of Protestant clergymen, and, as for Catholic priests, they bound themselves by oath not to say anything new, and for fifteen-hundred years they have religiously kept the obligation.

A man, who thinks, is a fanatic, a poet, a prophet, an inventor, a discoverer, a creator. Logic is not reasoning; for it takes two things for granted which are frequently false. We cannot open our eyes now without seeing the falsity of a thousand notions which tomes were written, treasures wasted, and

lives sacrificed to prove true. Logic is a blind archer, placed before the target with guided aim; he may hit the mark; but, left to himself, he is as likely to shoot at the moon.

The eminence of the few thinkers we have, shows how little original thinking the world can boast. A general makes a new combination in strategy, and by it is able to overrun a continent. Until within ten years we took the word of those who knew nothing about man, or any other animal, for all that was necessary to know about man's past, present and future; and yet we think that we think. The human race is a puppy not yet nine days old, and it can be taught but little till it is proper for it to open its eyes. So, when we see that man is, in the main, an unreasoning animal, it behooves us to have patience with unthinking children; to let them learn something by heart if they cannot reason it out; to let them commit processes and go through them mechanically, rather than to cut them off for lack of the faculties which their *evolutionary fathers* did not give them; and the mental discipline gained may dawn into reason for them in after life—at any rate it will be *stock in* for another generation.

J. MAHONY.

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### SALT LAKE CITY.

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We were with the Saints only two weeks. In that time it is not to be expected that one would learn all about their schools and schoolmasters. My opportunities were limited; there was one school to make observations on, two teachers and a number of pupils to interview. The man we lived with resided some distance from Salt Lake City. Of his eight wives, six were yet above ground, and, as far as heard from, all were quiet and peaceable. Three wives and the school-ma'am boarded with us, in the same house, and the man boarded around amongst his wives. Of his twenty-six children, twenty-two were living. He furnished the teacher her board and the house for his share of the tuition. He furnished some of the pupils. A few such families would furnish a teacher all the pupils she wanted. This one had quite enough. She was the widow of a distinguished elder in the church, had an income of six or eight hundred a year from her own property, and only taught for something to do, and because she liked to. Her pay came from her patrons; they liked her, and paid pretty well. She was a lady, well informed, and "one of the best teachers" in the vicinity. Though very friendly to me, she forgot to invite me to visit the school; and, though I passed several times during school hours, I did not venture in, but contented

myself with loitering, like a truant, at the next house, and listening to the study and recitations. The study was aloud; the recitations louder. Over all the hum, one little fellow made himself heard as he drummed over ba, be bi, bo, bu; and a little girl came down heavily on the first letter of three-lettered words, giving the other two and the pronunciation almost in the same impulse: C—at, cat; d—og, dog. Everything was in the good old style of school, that was good enough for our grandfathers. Corporal punishment is in full favor. "Couldn't do anything without it," a friend says. The character of books, recitations, and school matters generally, has changed very little in the last twenty or twenty-five years. There is something approaching a free school system in the valley; but superintendents, directors and teachers are chosen more for their standing in the church than as educators. The whole thing is in the hands of the church, and its officers are the school officers, really if not nominally. The university, in the city, stands at the head of the system; one of the city schools would rank as a high school, and the district schools of the country as grammar and primary. The valley is divided into wards. The city is in a certain ward, a certain village in a certain other, and so on. I think we lived in the seventeenth ward. The "School of the Prophets" is merely a convocation of members from all the wards, to discuss and consider questions of interest to the "Saints." In this meeting, or school, are considered questions relating to farming or trading, church or school, ward or State. The Mormon belief forms an important part of the teaching in the schools. Schools are plenty, if not of high standard. The knowledge of the Bible possessed by every intelligent Mormon, shows that they study it to some purpose. The literary attainments of the average are low. A leading man said, not long since, "We don't know much about book knowledge and the like, but we do know how to farm—we do know how to work, which is worth a great deal more to us in this wild country." The Mormons are industrious and prosperous; the desert of twenty-five years ago is coming to be the garden of the continent. Whatever we say of them, we are compelled to credit them with what they have done. The schools will eventually get leaven from the "Gentiles" who are flocking into the valley. The stanch old Mormons, who fled from the persecution in the States, grieve over the fact that the younger "Latter-Day Saints" are inclined to follow the fashions of the dreaded Gentile. When they "go back to Zion," Jackson county, Missouri, "these things will be swept away." When we return, the vacation will be over, and we can visit schools.

Yours,

S. W. GARMAN.



## THE INDEPENDENT STUDY OF NATURAL HISTORY.

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The subject matter of natural science is the universe of Nature; yet it is a common thing for the beginner in scientific study to shut himself away from that world of force and matter which everywhere surrounds him, and to search for the soul of nature between the dull pages of the text-books.

The book-maker is to him an artist of such consummate skill that his "counterfeit presentments" are "more natural than life." He is content to pore over the dingy lines of a wood-cut, when a thousand perfect leaves and flowers lie beneath his eye, and the songs of birds and the hum of a million insects fill his ear. It is as if one should prefer a very poor photograph to the living, speaking presence of his nearest friend.

Ignoring the fact that the peculiar value of scientific study comes largely from the opportunities which it affords for the cultivation of the senses, he so pursues it as to train the powers of observation scarcely more than in the study of arithmetic. The study of species and genera, it is true, leads the student—compels him, in fact,—to the use of methods approximately correct; for it is virtually impossible to memorize technical descriptions without the aid of specimens; but too frequently the consequence is, not that the learner takes to the field and forest and brook-side with net and gun and collecting-box, making his book his companion, and not his master, but that he neglects the study of classification almost entirely, ingeniously avoiding the one portion of his study which would be of great and peculiar profit to him. Even our schools are not free from fault in this particular. I have known graduates of institutions in high repute, who could repeat pages upon the processes of germination, or accurately describe (from the pictures) the different kinds of vegetable cells, but failed to recognize, and were unable to determine, the common flowers of the field.

Similar criticisms will apply to the general dependence upon instructors. There is probably no other field of study which offers so great encouragement and such generous reward to unassisted individual labor as that of natural history. Indeed, for a true knowledge of any portion of the field, this is the *sine qua non*. Teachers may guide and suggest; their aid is at times very valuable, but never, perhaps, quite indispensable.

Again, mistakes are likely to be made not only in the method, but also in the order of study. Probably not even the most desultory and illogical student would attempt to master decimal fractions before he knew anything of simple notation; no teacher would give the theory of the winds and currents to a pupil, who had no definite ideas concerning the continental reliefs,

or the motions of the earth; yet this would be scarcely more absurd than to commence the general study of classification before a thorough acquaintance with the forms and structures upon which classification is based, or the study of the functions of organizations before that of the anatomical and histological characteristics upon which diversities of functions depend.

I will here state three principles by which I shall endeavor to govern myself, in saying what little I intend to say regarding a proper method and order of study for the independent student.

I. The facts from which conclusions are to be drawn, should be acquired, when practicable, before the conclusions themselves.

II. Every science should be pursued in study in the order of its development in time.

III. The order of study in any science should be from the easy to the difficult, from the obvious to the obscure, from those parts requiring little effort and skill to those demanding the trained eye, the delicate touch, the disciplined and furnished mind.

These propositions may seem, in some respects, to be identical; but I state them thus for the sake of clearness.

In other respects, they may seem to conflict; and where this is so, such are the difficulties which the independent student must at best encounter, we must give the last the precedence.

In support of the first and second, I quote from Louis Agassiz and Herbert Spencer; the third needs, perhaps, no other authority than that of universal common sense.

"The history of humanity in its efforts to understand the Creation, resembles the development of any individual mind engaged in the same direction."—*Methods of Study in Nat. Hist., Chap. 1.*

"Some idea of the progress of Natural History, of its growth as a science, of the gradual evolving of general principles out of a chaotic mass of facts, is a better aid to the student than direct instruction upon special modes of investigation."—*Ibid, Chap. 13.*

"The education of the child must accord, both in mode and arrangement, with the education of mankind as considered historically; or, in other words, the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race."

"In each branch of instruction, we should proceed from the empirical to the rational. \* \* \* Every study should have a purely experimental introduction; and only after an ample fund of observations has been collected, should reasoning begin."

"The mind should be introduced to principles through the medium of

examples, and so should be led from the particular to the general—from the concrete to the abstract.”—*Spencer's Education*, Chap. 2.

Of the preliminaries to the independent study of Natural History, the most important is the spirit and purpose with which the beginner approaches his work. For those who aim only to fit themselves to pass the dreaded examinations, and so to hold their places in the school, probably no one has a word of encouragement or advice. It is perhaps to be expected, certainly to be hoped, that all such will fail. But, doubtless, with the great majority of our teachers, the requirements of the school law furnish only one new motive among many stronger ones, to a wider and more intimate acquaintance with ever-beautiful Nature, and to a fuller and more rapid development of their own mental and moral powers. Some, at least, will hope to obtain broader and clearer views of the material universe within itself, and to mankind, and to study, through its activities and laws, the activities and laws of the all-pervading intelligence of which the living world is the highest and clearest exposition yet vouchsafed us; and the pleasure, and truth, and strength, and inspiration which they thus gain, they will hope to redouble by sharing them with others, their friends and pupils. To such, Nature proves the wise and loving friend, and not the chilling, silent mistress.

The next indispensable is a clear idea of the end to be attained. Here I confine myself to a single science, selecting that of Botany as the most popular, the most practical, and the best adapted to the needs of the beginner.

Here, as elsewhere, the student aims both at the acquisition of knowledge and at the cultivation of the mind. He should learn the general facts of vegetable anatomy and physiology, should come to know the aspect and natural history of the common plants of his locality, especially the useful and the noxious ones, and should be able to determine those unknown. He should acquire a knowledge of the principles of classification, should know the characteristics of at least the more important sections of the world of plants, and should have gained a tolerably clear idea of the vegetable kingdom as a whole, of the rank and mutual relations of its different parts, and of the relations of the whole to the other kingdoms of nature and especially to man.

He should aim to cultivate the mental faculties of perception, conception, memory, and judgment; and, if he conducts his studies skillfully, he will gain readiness and accuracy in the art of thinking, especially in the missing and grouping of facts and the framing of generalizations from them which constitutes the process of inductive reasoning.

But the cultivating power of scientific study does not stop with the intellect,—it molds character as well. The student should so study as to

acquire increased power over himself, to gain in purpose and in will, in accuracy, in logical order, and, best of all, in a reverent but passionate love of simple Truth.

It is much easier to say what needs doing, than to tell just how it may best be done; and I shall venture nothing more, in another paper, than a few suggestions to this end, based chiefly upon the knowledge drawn from my own many blunders and rare successes.

S. A. FORBES.

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## VILLAGE AND CITY SCHOOLS. II.

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Every part of the buildings and grounds should be visited often by the principal. In towns where not more than two houses are occupied for school purposes, visits can be made daily. It is well to have some irregularity in these trips. If ten o'clock be the time to-day, the same hour to-morrow ought not to find one making the same visit. The cellar, out-buildings, all sides of the school house, should be *seen*. The manager of the institution must make frequent inspection visits, in order to keep himself well-informed of the out-door habits of his boys. By observing these suggestions, no marking, cutting, or defacing the buildings or fences, can occur without the immediate knowledge of the principal; this will make the discovery of the offender not only possible but probable.

The time at which the master is especially needed at the school house is before school commences. Most of the evil results of school days come from events which occur, not during school hours, but at intermissions. The presence of the principal is an assistance to the teachers. One need not be within hearing distance of a party of boys or girls, to know the subject of their conversation. Children are not well versed in the art of concealment. Their faces tell tales, so that one, oftentimes, is enabled to crush some little wicked plot before it ripens, by learning the story from the actions of the pupils, in the room, or on the playground during intermission. When school is opened, and pupils are all in their proper places, the disciplinary care of the principal is relieved for the time; it is assumed by the respective teachers.

The principal of a village school who deems it his duty to be at the school house at just nine o'clock, and not necessarily before, is in danger of failure. Hundreds of children are congregated in and about the house; then they need a supervising eye in addition to that of the grade teacher. It is not in time spent after school that one is likely to err, for very many men remain too long then for their own good and that of the pupils, but in the matter of promptness in the morning.

The principal has no control, nominally, outside the school grounds ; really, he has complete jurisdiction. The civil law has little to do with this question ; it is a moral one. It is not supposed that our municipal governments, through their police department, are unable to preserve the peace of the city : doubtless they are ; but they do not ; they never did, hence, we infer they never will. The influence that makes boys and girls behave on the streets of their own town, must come from the school. Fences, buildings, and sidewalks marked with chalk, urchins shouting after strangers, hooting at teams—in short, the thousand mean and impolite things that only boys ever know how to do, are a blot on the good name of a town and often reflect seriously on the management of the school. No man can expect to remedy such evils in one or two years, where they have been long established. There may be a town where ten years will not suffice to accomplish the good behavior of the boys when running around the town ; but no village exists where the head of the public school can not make a perceptible advance in this reform in less than a year.

It is not enough that the pupils are correct in street-deportment when the master is within sight and hearing ; few boys will angrily take part in a quarrel in the presence of a teacher. The honor and self respect of the boys of the entire school, in each department, should be toned up : this can be done by direct appeal from the principal. There is great danger in permitting a gap to exist between the boys and the master ; communication should be free and frequent. Intimate general relations between teacher and pupil will not necessarily follow. Few can play at daily recesses with the class without suffering somewhat by the contact. It is not a well-advised suggestion to say, take recesses out doors with the school. A large proportion of our teachers could not be at the head of affairs inside, should they mingle much outside. This confession may be humiliating—it is humiliating. Some great schoolmasters advise this plan ; perhaps they have forgotten that because it suits their own case it may not do for their neighbor.

The countless theories that are advanced, and rules that are made, are often worthless, *because* their action presupposes perfect men and women for teachers.

In proportion as the principal of a school is near to what he ought to be in disposition, so can he associate with his pupils at all hours and occasions. He is very far from unsuccessful, if he associates with them only in the school-room.

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There are 3,642 languages, and 1,000 different religions.

## ASTRONOMICAL GEOGRAPHY.—FOUR PROBLEMS.

When I prepared the fifth article on this subject for the March SCHOOLMASTER, I intended to follow it with another, in which I would attempt to answer certain questions, using for that purpose anything explained in the previous articles. After the lapse of so long a time, I now purpose to attempt that work.

*Why does the sun shine into our north windows morning and evening in summer?* In answering this question, I shall have frequent occasion to refer to the *day-circle*; this was explained in the January number. Remember that the day-circle is always perpendicular to the line joining the centers of the sun and the earth; on the 21st of June, this line cuts the earth's surface at the tropic of cancer; hence the day-circle reaches  $23\frac{1}{2}^{\circ}$  beyond the north pole, at that time. It is to be remembered, too, that the diurnal circles of all places are always parallel to the equator. On the 21st of June, then, the diurnal circle of a person  $23\frac{1}{2}^{\circ}$  from the north pole,—which is really the arctic circle,—will just touch, at one point of its circumference, the circumference of the day-circle. The observer at that point will see the sun in the northern horizon, and the time will be midnight. Of course, the sun will then shine directly in at his north window. If, now, we take a point somewhat farther from the pole, a small portion of its diurnal circle will be cut off on the dark side of the day-circle. And when the observer, in his daily revolution around the circle, is near the limits of the day-circle, either at morning or evening, the sun will appear at some point north of the east or west point of the horizon, as the case may be, and his rays will then enter a north window, although not directly. When the sun returns to the equator, he then rises exactly in the east point of every horizon, and sets exactly in the west; of course, his rays can then enter no north window.

*Where does the day begin?* To appreciate this question, let us suppose one could leave New York at noon on the 1st of October, and travel westward as fast as the sun seems to do. Let him do this for twenty-four hours; it will have been noon with him during the whole circuit; but he started at noon on the 1st, and he returns at noon on the 2d. Now, where would the inhabitants whom he passed first tell him that it was noon of the 2d, instead of the 1st? This is simply a question of fact. Formerly, only those few who circumnavigated the globe would be likely to have it pressed very strongly on their attention; but now, with our rapid methods of transit, and our telegraphs girdling the earth, it becomes a question no longer confined to the few. It is a fact that our supposed traveler would find his day had

changed when he had crossed the Pacific ocean; and he would find his new day on the eastern coast of Asia, or some of the neighboring islands. In other words, the day does begin in eastern Asia, and travels around the earth's circumference till it enters the broad expanse of the Pacific. Of course, this fact is a natural consequence of the western migration of men. But, I have been told that, in some of the many islands of the South Sea, a distance of a few miles will separate islands whose inhabitants differ in their dates by one day. The reason of this is, that those who have received their date from the Asiatic coast are one day in advance of those who have received theirs from the American coast.

*Why does a watch become fast as we go west?* This is a very simple question, apparently; for, if we carry a watch to the west, it keeps the time of the place it has left; and, as that place, by the earth's rotation, passes under the sun sooner than a place farther westward, it is very plain that the watch must be fast of the local time. And, as it takes any point of the earth twenty-four hours to make a complete circuit, or  $360^{\circ}$ , it will take it one hour to make  $15^{\circ}$ . Hence, if a traveler's watch, keeping correct time, has gained one hour in consequence of being carried to the west, he must have gone fifteen degrees. On this simple principle, is based every method, I think, used by navigators for determining their longitude. Almost all our school Arithmetics contain problems in "Longitude and Time," and they are often troublesome to students. I have found the difficulties usually disappear when the student has been taught how to make, properly, a drawing of a circle, and to represent, on its circumference, the two points in question, together with the point where the prime meridian cuts that circumference.

*What is meant by "sun fast" or "sun slow" of the clock?* I shall not here attempt a full explanation of this matter. But a student in Geography, by proper illustration, can be made to understand that the actual yearly motion of our earth from west to east gives an apparent motion of the sun among the stars in the same direction. Suppose, then, the sun and a star both to be on the meridian to-day at noon; at the end of one revolution of the earth on its axis, the star will be on the meridian again. But, as the sun has gone eastward a little way, the earth must turn on a little farther to bring the sun to the meridian; or, more strictly speaking, to bring the meridian to the sun. Hence, the solar day is always a little longer than the sidereal day; but the sidereal day is the measure of the time consumed in one revolution of the earth. The sum of these little excesses of the solar day over the sidereal will amount to just one revolution in a year; hence, the number of revolutions in every year is just one more than the number of solar days. But this is not all. If the amount of eastward motion of the

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In the month of October, there was a strike of the bricklayers belonging to the *Union*, in Chicago. Some of the members of the society, however, refused to join the strike, but continued their work as usual. Upon this, a delegation of one hundred and twenty-five idle men visited the building, and asked permission of the master to go to their rebellious brethren. We give a choice extract from the speech which their spokesman made on the occasion to the master-builder :

"This is all we ask of you, to go upon your scaffold and get these perjurers. They are worse than brutes ; they ought to be dragged from the scaffold and cut into mince-meat. But, sir, we have all taken a solemn oath. Ours is a secret organization, as binding as Masonry. We are chartered by the United States government. We can't perjure ourselves. No, Sir ! Every man knows the consequences of forcing his way upon your scaffold. Every man has sworn to another to sooner go to Joliet and spend one year in the penitentiary than to permit these perjurers to work. We must go and see them. If they won't come by argument, we must use force. We can't perjure ourselves "

We ask in all seriousness how any mechanic who is not a candidate for an insane-house or an asylum for idiots can join a body of men who know so little of human rights, and put himself in any sense under the control of leaders who will use such language ?

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We sometimes hear people speak of the nineteenth century, and especially of our country and its affairs, in such a way as seems to imply that we have made such advancement that we can afford to ignore any lessons that the musty Past might teach us. It would be well for such people to ponder the following wise words from the preface to *Thalheimer's Ancient History* :

"If we look familiarly into the daily life of our fellow-men thousands of years ago, it is to find them toiling at the same problems that perplex us ; suffering the same conflict of passion and principle ; failing, it may be, for our warning, or winning for our encouragement ; in any case, reaching results which ought to prevent our repeating their mistakes. The National questions which fill our newspapers were discussed long ago in the Grove, the Agora or the Forum ; the relative advantages of the government by the many and the few, were wrought out to a demonstration in the States and Colonies of Greece ; and no man whose vote, no woman whose influence, may sway in ever so small a degree the destinies of our Republic, can afford to be ignorant of what has been so wisely and fully accomplished."

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William Henry Seward died at his home, in Auburn, N. Y., on Thursday, October 10th. As he was born, March 16, 1801, he was in his seventy-second year at the time of his death. Mr. Seward has acted a prominent part in the affairs of his country ; and, however much men may have differed from him in opinion, very few will be found to deny him eminent ability and pure patriotism. He was a native of New York State, and attained his national reputation while Governor of that State, about 1840. His efforts at that time in behalf of education should endear his memory to all lovers of free schools. He represented his native State in the U. S. Senate at a very critical period in our country's history ; but he will doubtless be best known to posterity for his great and successful statesmanship as shown in the office of Secretary of State during the late war. During his Senatorial career, he gave utterance to two phrases that have often been used as party catch-words among politicians ; these were "The higher law," and the "Irre-

pressible conflict;" he outlived the time when either of them had power to stir men's angry passions.

Mrs. James Parton, better known as "Fanny Fern," died in New York City, also on the 10th of October. She was the daughter of Nathaniel Willis, for a long time editor and publisher in Boston, and was a sister of N. P. Willis. In 1856 she married Mr. Parton, who was ten years her junior; at the time of her death, she was in her sixty-second year.

## EDUCATIONAL INTELLIGENCE.

REPORT OF ATTENDANCE FOR OCTOBER, 1872.

	No Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
*St. Louis.....	32,658	200	22,010	20,479	93	.....	.....	W. T. Harris.
Chicago, Ill.....	29,061	...	26,693	25,474	95-8	6,717	.....	J. L. Pickard.
Cincinnati, O.....	21,583	10	21,252	20,930	98-4	2,086	.....	John Hancock.
Evansville, Ind.....	3,684	20	3,502	3,303	94	900	1,602	Alex. M. Gow.
Dubuque, Iowa.....	2,666	20	2,303	2,258	90-5	.....	.....	Thos. Hardie, Sec'y.
Peoria Ill.....	2,380	17½	2,190	2,014	92-2	92	.....	J. E. Dow.
Terre Haute, Ind.....	2,341	15	2,179	2,046	93-8	832	646	Wm. H. Wiley.
Decatur, Ill.....	1,539	20	1,417	1,331	93-7	238	722	E. A. Gastman.
West and South } Rockford, Ill, }	1,162	18	1,072	983	92	214	304	{ J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	942	20	814	770	94-5	285	288	E. A. Haight.
Lincoln, Ill.....	817	20	614	677	86-8	479	114	Israel Wilkinson.
Ottumwa, Iowa.....	790	20	658	627	95-4	155	189	L. M. Hastings.
Marshalltown, Iowa.....	658	20	573	544	95	55	317	Chas. Robinson.
Princeton, Ill.....	586	21	536	514	95-5	58	219	C. P. Snow.
Peru, Ind.....	540	20	482	428	96	42	105	Geo. G. Manning.
Shelbyville, Ill.....	528	19	480	420	87	205	114	Jephthah Hobbs.
Dixon, Ill.....	476	20	43	375	90	293	119	E. C. Smith.
Marengo, Iowa.....	427	13	400	378	94	41	218	C. P. Rogers.
Winter-et, Iowa.....	427	19	351	335	95	270	108	Henry C. Cox.
East Mendota, Ill.....	407	21	354	337	95-4	225	119	J. R. McGregor.
Normal, Ill.....	352	19	316	296	94	65	121	Aaron Gove.
Lexington, Ill.....	307	4	269	234	94	223	62	Daniel J. Poor.
DeKalb, Ill.....	259	21	243	212	87	122	53	Ella S. Dunbar.
Edinburg, Ind.....	252	20	245	214	87-3	134	66	D. H. Pennewill.
North Dixon, Ill.....	204	20	178	165	93-2	222	34	Jno V. Thomas.
Maroa, Ill.....	194	22	180	167	92-9	158	48	Jas. Kirk.
Blue Island, Ill.....	168	29	.....	148	88	22	.....	M. L. Seymour.
Yates City, Ill.....	151	16	147	140	95	.....	112	A. C. Bloomer.
Lyndon, Ill.....	106	19	94	86	91	52	6	O. M. Crary.
Danville, Ill.....	850	14	811	760	87-5	174	367	J. G. Shedd.
Toledo, Iowa.....	250	26	227	217	94-1	46	89	A. H. Sterrett.
Altona, Ill.....	175	25	144	135	94	160	41	J. H. Stickney.

\*For the year.

CHICAGO.—A few of the points reported by Supt. Pickard as having been made at the educational conventions which he attended during vacation, may be of interest to the readers of the SCHOOLMASTER.

Supt. Harris, of St. Louis, in a lecture upon the early withdrawal of pupils from school, held that the evil was owing, 1st, To the fact that children were not brought into school early enough to form habits of study; 2d, That teachers did not study pupils' needs; 3d, The lack of efficient police regulations to compel attendance—compulsion to be of the judgment, not of the will; 4th, The graded system. Mr. Harris demanded

more frequent examinations in high schools, by which pupils could be promoted when they had mastered certain portions of the course of study, and not, as is the frequent practice, at a certain time in the year. We consider the last idea a very suggestive one.

Walter Smith, of England, in a lecture on art in public schools, maintained that no special teacher should be employed to teach music or drawing. By another person's coming into the room to teach a particular branch, the children are made to lose confidence in the knowledge and ability of their own teacher.

Mr. Swett, of California, held that would-be teachers, like candidates for admission to the medical and legal professions, should be examined by experienced members of the class they wish to enter. He related humorously his experience (which is the experience of all superintendents) of the difficulty, or, rather, impossibility of removing bad teachers who rely upon outside influence and personal friendships to sustain them, when unable, through lack of force and capacity, to sustain themselves.

In the matter of the pronunciation of Latin and Greek, the English method was decided to be the proper one.

Supt. Pickard himself, at the American Institute, answered the question, "Why do teachers leave the business?" by assigning the following reasons therefor: 1. On account of sex; the bulk of teachers being ladies, and their social temptations being greater than their professional zeal, they are continually resigning the charge of a school-room to take upon themselves the weightier responsibility of a family. 2. Lack of conviction that the work can be made professional work, and reliable as a business for life. 3. Historical associations are bad. The schoolmaster is the butt of ridicule, and the target of satire, of all writers of fiction from Fielding to Dickens and Irving. The remedy is to make teaching a matter of conviction, not of convenience.

The discussion which followed the lectures was monopolized by two or three men who thought themselves, as all others thought them, to be the talkers of New England.

The following is the order in which the teachers of the several grades are to meet Mr. Pickard and his assistant at Normal Hall: Ninth and Tenth grades, Sept. 21, at 10 a. m. Seventh and Eighth grades, Sept. 28, at 10 a. m. Fifth and Sixth grades, Oct. 5, same hour. First and Second grades, Oct. 12, at 11 a. m.; Principals' meeting at 9:30 a. m. of same day. Third and Fourth grades, Oct. 19th, at 10 a. m.

The second institute for any grade will take place five weeks from the date of the first, and so all subsequent meetings during the year will occur at intervals of five weeks.

The special order for the Principals' meeting of Oct. 12 was each principal's relating his experience, or giving his opinion, in the matter of managing a school without the use of corporal punishment.

At the institute for Ninth grade teachers, Mr. Pickard discouraged the practice of keeping in pupils at recess, holding that when such detention seemed necessary, the teacher should examine herself for the fault. He claimed that ordering a pupil to come fifteen minutes before school-time on the following day would be the pleasanter course. He advised that in language lessons one vowel should be attended to at a time, and that the teaching of phonics and language be combined. He also advised that pupils in classes should stand far apart, to give "idle hands" no chance to do mischief.

At the same institute, Mr. Hanford spoke of the method of developing a child's idea of number. He insisted that the concrete should precede the abstract in the child's conception. A child should be taught that *one* apple and *one* apple are *two* apples, before he is allowed to say that *one* and *one* are *two*.

At the Seventh grade institute, it was decided that pauses are best taught with reading; that sentences found in the book should be occasionally made exclamatory, showing the manner of utterance; that quotation marks may be taught by reading the lesson in the form of a dialogue; that one vowel sound should be taken at a time, combining with it different sets of consonants; then another sound, and so on; and that great attention be given to breathing exercises. It was also held that the tables should be so mastered as to have all answers at the tongue's end. In the analysis of problems the general principle should be sometimes stated, and *since*, *not if*, used to introduce the statement of a fact.

At the Fifth grade institute, the following points were made: Teachers should not send refractory pupils to the principal, for such act is in the teacher a confession of

weakness; they should talk to the principal, when he visits the room, on all questions of government; they are to avoid collisions, and take pupils where not prepared for defense; are not to correct a fault directly, but lead gradually to it. Children are never to be put in the wardrobe or closet, nor brought out on the floor, unless something is given them to do. The public schools are not reformatories. If reform is needed in a child, let him be suspended. Sixty-two good children have rights that must not be infringed upon for the benefit of one scamp. If teachers see improvement, the suspension ought not to take place. Parents have a right to their children as soon as school is dismissed. Teachers should not work more than six hours any day, since in such case the work on the next day would not be so good. There is something wrong (in the teacher) if a whole class has to be detained. Determine the length of lesson by careful study beforehand, and see that pupils have all needed tools for work the first thing in the morning. In phonics, the obscure sounds of vowels should not be demanded in the fifth grade. Connect grammar with reading lessons; criticize construction closely; have a good stock of stories on hand. *Do one thing at a time.*

Two new buildings for school purposes are ordered by the Board of Education, in addition to those mentioned in the SCHOOLMASTER of last month. The new Kinzie was entered a week ago, the new Pearson Street about a month ago, and the others will be ready for occupancy no one knows when.

On account of the equalization of salary of primary and grammar teachers, there is a hieira of teachers from grammar to primary grades. The title of First Assistant and the extra \$50 per annum, as incentives to good work in teaching, do not amount to the value of two pinches of common snuff. What can be done to compensate grammar teachers for the incalculable amount of work they have to perform over and above what is demanded of teachers in the primary department?

The new board rooms comprise a suite of six handsome apartments on the third floor of Nos. 84 and 86 S. LaSalle street. They are quite spacious, and elegantly fitted up.

The recent school census shows the population of Chicago to be over 367,000 souls. It is safe to say that, for the children of the city, not more than one-third of the needed seats are furnished in the public schools—the only schools in which children are trained correctly. While the “authorities” are busy making up “slates” for the fall campaign, the streets are flooded with idle children who will graduate as Bill Wrays and Rafferty’s sometime in the next decade.

IOWA.—Marshalltown, Iowa, through its superintendent, Mr. Charles Robinson, presents a full and well stated report to the School Board. 890 pupils were enrolled, with an average number belonging of 513, and average daily attendance of 485. 12 teachers. We quote the following because it applies to many other towns: “It is not possible, in this matter, that we shall build better than we know. We shall not stumble upon excellence. Our standard must be clearly in our minds, as well as the difficulties to be overcome, and our measures wisely and intelligently taken. As these measures are well or illy chosen, shall we advance or recede. The difficulties to be overcome are very great. Our town is new and growing rapidly. It has a large floating population. Its people are so deeply absorbed in business that it is next to impossible to draw their attention to the schools. This condition of affairs renders the labors of the School Board, superintendent and teachers, much more arduous. It would even afford a plausible excuse for poor schools. But good schools can be made, nevertheless. But to secure them, a better organization, better supervision, and better teaching are required than would be necessary under more favorable circumstances. I think it is evident to any one acquainted with the schools, that some progress has been made during the past year. There is reason to believe that more can be made during the next.—Such, at least, shall be our endeavor.”

ARKANSAS.—We have received, through the politeness of Hon. P. H. Young, the first annual circular of the Arkansas Industrial University; the institution is located at Fayetteville, and began operations last year. The total number of students was 91 in the Preparatory Department, and 10 in the Normal; the students in both Departments are of both sexes. Students in the Normal Department must be sixteen years old, if

males, and fourteen if females. If they will take a written obligation to teach two years in the public schools of the State, after completing their course of study, their tuition is free; otherwise, each student must pay ten dollars per term. N. P. Gates, formerly of Illinois, more recently Principal of Little Rock schools, is acting President. Miss Mary R. Gorton, a graduate of the Illinois Normal, is Preceptress. Miss L. J. Stanard, also a graduate of the Illinois Normal, is Instructress in the Training School.

Concerning the Normal Department, we make the following extract from the opening speech of Gen. A. W. Bishop, delivered on the 27th of June last:

Naturally, the Normal feature of the University will be the first to bear fruit. With experienced teachers secured, the material to work upon here, and the necessary appliances for instruction obtained, the friends of the institution are very much encouraged by what they see has already been accomplished.

Qualified teachers for our common schools are one of the great needs of the State, and the full development of the system requires an armory to forge them in. We have none but what is promised here, and, happily, that promise is not only opening "the eyes of expectation," but advancing to fulfillment.

ILLINOIS.—The Christmas meeting of the State Teachers' Association, at Springfield, on December 25th, 26th and 27th, promises to be of the right sort. The accommodations are superior. The Board of Education of Springfield have placed at the disposal of the Association, the High School building, situated in the center of the city, within a block of hotels and depots. The *Leland House*, with ample and first class rooms, will entertain two-hundred, if desired, at reduced rates of two dollars and a half per day. The *Chenery, Revere, Central* and *St. Nicholas* have reduced their rates, to members of the Association, to one dollar and a half. These hotels combined afford better accommodations, every way, than have been offered to the institution for several years. Both the general and sectional meetings will be held in one building, with all apparatus convenient. Among the exercises to be presented is a paper from Dr. Patton, editor of the *Advance*, on the religious phase of our public-school system. Springfield is central—is easily reached by rail: these facts, together with the superior accommodations, will doubtless cause a large attendance. County Superintendents are requested not to hold institutes during the last week in December, that all may have opportunity to attend the State meeting.

McLean County.—S. M. Etter, the well-known and popular school superintendent of Bloomington, has resigned his position, to accept the State agency of the Universal Life Insurance Company. During Mr. Etter's official connection with the schools, Bloomington has risen from second to first rank in its public educational system. The following complimentary resolutions were passed by the Board on the retirement of Mr. Etter:

WHEREAS, Prof. S. M. Etter, our valuable Superintendent, has decided to sever his connection with the Public Schools of this city, and has tendered his resignation as such; and

WHEREAS, He has successfully and faithfully labored among us for more than four years and by his skill and energy raised the standard and character of the Public Schools of the city, as well as greatly increased their power for usefulness; therefore,

Resolved, That the resignation be accepted to take effect as therein stated, on or before the 25th day of October, 1872, and that we hereby declare our entire confidence in the ability of Mr. Etter as a manager of the many perplexing details of a comprehensive school system, and that in parting with him, we desire hereby to assure him that he has the best wishes of this Board for his success in his new field of labor.

His successor is S. D. Gaylord, from Wisconsin.

Stephenson County.—County Superintendent Kleckner is pushing the local institute business. He understands that the teachers are surest reached by going to their neighborhood, and not waiting for them to come to the county seat. He has held many of a week each, in different parts of the county. The county institute met at Freeport on Oct. 22d, and was a grand success. Jno. F. Parr, of Normal class of '70, is at Cedarville; C. W. Moore, of '69, at Ridott; Miss M. E. Benton, of '69, in Freeport High School.

Cumberland County.—The county institute met on September 25th, at Neoga, and continued in session three days. Had a fair attendance, and a very good and profitable meeting. The good people of Neoga are alive in the cause of education. W. E. Lake, the efficient superintendent, takes active part in the school interests of Cumberland county.

*Marion County.*—W. D. Hall, with a corps of fourteen teachers, is hard at work in the Centralia schools. The boys and girls will realize what hard work in school means, by an acquaintance with Hall. He has few superiors, in class work especially.

*Logan County.*—We have just received the mournful intelligence of the death of Mrs. Ena P. Regan, wife of L. T. Regan, County Superintendent of Logan. Well does the writer remember, when, seven years since, he took charge of the Brimfield schools, the quiet, unassuming lady who had the care of the little folks. Nor have the intervening years effaced from his memory the patient cheerfulness and earnest enthusiasm which won for her so high a place in the hearts of all who knew her. She also taught with marked success in Aledo, and in Birmingham Seminary, Iowa. Nine days before her death, her infant daughter Bessie passed on before—the second, who stood ready to receive her as she began her new life. Mr. Regan has the warm sympathy of his fellow teachers in this sad event.

J. W. C.

*Gallatin County.*—County Institute was held at Shawneetown the first week in October, and continued four days. The attendance was not large, but there was an unusual degree of interest manifested by those present. Exercises were conducted by Messrs. Brownlee and Cooper and Misses Mary and Hettie Morse, of the home teachers, and by Pres. Allyn, of McKendree College, and John W. Cook, of the State Normal. Evening lectures were delivered by Hon. Newton Bateman, Pres. Allyn and Mr. Cook. Owing to sickness in his family, Supt. Holderby was unable to give to the Institute as much attention as he desired. An account of this gathering would be sadly incomplete without mention of Miss Lizzie Lowe, of Shawneetown, whose sweet singing added much to the pleasure of the occasion. Egypt is marching on, and Mr. Brownlee is doing valiant service for the cause at Shawneetown.

*Rock Island County.*—The public school building at Moline, with all its contents, was destroyed by fire about 11 o'clock, Thursday night, 19th inst. The loss was \$45,000, of which \$25,000 was insured. The building was three stories high, with thirty-one rooms suitable for educational use. It will probably not be rebuilt this fall. The origin of the fire is not certainly known, but it is supposed to be from the heating apparatus, as the first fire of the year was put in the furnaces Thursday morning.

*Knox County.*—The Yates City School is now in its new and commodious building. Everything promises "a good school this year." The teachers are Misses Josie Dunn, Primary; Augie Riner, Intermediate; Nellie Knable, Grammar, and A. C. Bloomer High School, with Miss Melissa McCoy, Assistant.

*The State Microscopical Society of Illinois* held the first meeting of their annual series. It is seldom that a society whose object is so commendable as the investigation of science by means of microscopy is brought very conspicuously into public notice. This is partly because of the nature of the study, being such as only those can enjoy or even appreciate who are able to perfect their use of the wonderful microscope as a means to an end—as an unfailing guide to certain fields of scientific investigation. The Illinois society is one which is not without considerable reputation, and has already received notice from some of the ablest scientists of the day. Among the most important results of their investigations which may be mentioned are Dr. H. A. Johnson's discovery of a mode of illuminating opaque objects under high power; S. A. Briggs' discovery of several new species of diatoms in the lake water, and H. H. Babcock's theory on the origin of these lake-water diatoms. The officers of the society are: President, S. A. Briggs; Vice-President, H. H. Babcock; Secretary, Joseph Adams; Corresponding Secretary, O. S. Westcott.

We wish to give our friends the benefit of the following private letter, not intended for publication, but which puts the truth in a way too good to be lost:

Aug. 19, 1872.

FRIEND GOVE:—Please send my SCHOOLMASTER hereafter to ——— Wis. I go there to take charge of public schools. I do not like to forsake the schools of my own State, but it seems imperative at present that I should do so. There seems to be a tendency, in some portions of this State, to employ young, untried teachers, on the ground of economy. Having invested largely in school-house ornamentation or other schemes, they now attempt to make amends by adopting a system of false economy, as it seems to me. Wishing you abundant success, I am, Truly yours, ———.

## ILLINOIS NORMAL.

October 5, 1872, the Illinois State Normal University was fifteen years old, reckoning from the day on which its operations began. Although the Act creating the University passed Feb. 18, 1857, its operations as a school began on the fifth of the next October, in Major's Hall, in Bloomington; its teachers at that time were Charles E. Hovey and Ira Moore. It continued in the same shabby quarters, but growing in strength and reputation nevertheless, till the Fall of 1860, when it was removed to the present large and convenient University building at Normal.

NOTES.—Hon. B. G. Northrop, of Connecticut, publishes a letter, dated Sept. 14, 1872, in which he announces that thirty Chinese boys have been committed to his care to be educated. He wants to find places for them in private families, two in a place. They are sent by the Government, and ninety more are coming. They will remain in this country fifteen years, and take a "thorough and complete course of study,—academic, collegiate and professional." They will first be placed in private families, where they will learn our language, and receive instruction in the elementary studies. They came with Yung Wing, the agent of the Chinese government, who is himself a graduate of Yale College, we believe. So the Chinese as well as the Japanese, propose to come to the youngest of the nations for their educational ideas. Just now, however, there is a rumor that Japan is about to overthrow the reform government with all their new projects, and return to her old systems. But we may well doubt whether a revolution can go backward, even in old Japan.—It is said that the conviction of Judge Barnard cost the State of New York \$100,000. Did the State ever spend that amount of money to better purpose?—Rev. Dr. E. O. Haven has resigned the presidency of Northwestern University, at Evanston, Ill., and has accepted the secretaryship of the Methodist Board of Education. The office which Dr. Haven is to fill is one newly created by the last General Conference, and he thus becomes the executive officer, in control of the educational interests of the whole church. Among his duties will be to raise funds for indigent students, to seek to bring into harmony the different schools, and secure uniformity in courses of study. It is said that Rev. Dr. C. H. Fowler, pastor of the Centenary Church, Chicago, will be Dr. Haven's successor at Evanston; meanwhile, Prof. D. H. Wheeler will act as President.—Jonathan Tenney, A. M., well known as a successful educator in Massachusetts and N. Hampshire, and recently superintendent of schools in Owego, N. Y., is engaged in conducting State Teachers' Institutes in Maine. Mr. Tenney has had much experience and success in institute work.—Hon. J. L. Pickard, Sup't Chicago Public Schools and Jas. H. Blodget, Principal West Rockford High School, are among those appointed as visiting and examining committee of Beloit College (Wis.) for the present scholastic year.

## BOOK TABLE.

*Progressive Exercises in English Composition.* By R. G. PARKER. Revised and enlarged by JAMES H. HAMILTON, M. D. ROBERT S. DAVIS & Co., Boston.

This handsome work of 240 pp. is a new and enlarged edition of an old favorite; perhaps no other book on English Composition has been so much studied and used. The new edition seems to have all the excellences of the old, with many new ones added to them. These exercises are truly *progressive*; beginning with such as are very simple, giving directions full enough for Punctuation, the use of Capitals, etc., they progress until the pupil gets enough of Rhetoric for all ordinary purposes. A discussion of different styles of composition, of the peculiarities of prose and of poetry, with full and well chosen illustrations, together with a body of clear and well expressed rules for writing, and a copious list of topics for composition, renders the book so complete as to leave little to be desired.



*A Manual of Ancient History.* By M. E. THALHEIMER. WILSON, HINKLE & CO Cincinnati.

To say that this book is beautiful is "putting it very mildly;" nothing less than the school-girl's adjective will answer our purpose, it is "just splendid." The volume contains 365 large pages, and covers the whole period of ancient history proper, reaching to the downfall of the Western Empire in 476. It is not a mere dry compendium, but clothes the outlines of the story with sufficient fulness to make an exceedingly interesting narrative. The maps and pictures are very finely executed, and are very instructive. Each division is followed by questions for review, and a pronouncing vocabulary of proper names is added.

We have not examined the whole book critically, but have "dipped into" it here and there; and, judging of the whole by the morsels, its contents are of great interest and value. The author professes to have embodied the results of the latest scholarship in his department. We should hardly regard it as a text-book exactly, but rather as a companion-book for reading and reference; it ought to be accessible to every student of Ancient History.

*Monteith's Comprehensive Geography.* A. S. BARNES & CO., NEW YORK AND CHICAGO.

For some time there has been a growing tendency to diminish the number of books, in our Geographical series. We rejoice at this tendency; it is in the right direction. In this book, the tendency seems to have reached its limit; we think it has gone beyond the true limits. In these ninety-six quarto pages, we have Local and Physical, Ancient and Modern, Geography, with some attempt at History; we think the book is *too* comprehensive. There are several features which are new and worthy of high commendation. A constant comparison of the size of States and countries is shown by referring them to Kansas as a fixed standard. On the margins of the several maps, the names of other countries and cities lying in the same latitude are given. The surface of the countries is shown by a series of *picturesque* maps. All these features, we highly approve. The illustrations, too, are quite numerous, and generally are very good. The maps lack clearness; and the method of representing mountain chains is by no means the best. On several maps, there are dotted lines which seem to represent railroads; but we do not observe that any use, or explanation, is made of them. There is not a wise selection of the towns to be shown on the map; for instance, on page 40, the map of Illinois shows Monticello, but omits Rockford! The same thing appears in the text. On page 45, the pupil is asked to fix eleven cities and towns in Texas, while he is required to fix only six in Massachusetts, seven in New York, and eight in Illinois. Iowa and Missouri together! We have also noted several particular errors. We are told, page 7, that "without the warming influence of the Gulf Stream, Great Britain and Ireland would be as cold and unproductive as Labrador and Newfoundland;" the peculiar climate of Great Britain, etc., is not due to the Gulf Stream alone. On page 8, it is said that the Dead Sea is half a mile below the sea-level. Nothing is said of coal in any Western State, we believe. Saddle Mountain, the highest land in Massachusetts, is wholly omitted from the maps. On page 32, the pupil is told that a certain part of the picture of Niagara Falls represents the "American" Fall; but the picture only shows that part of the cataract west of Goat Island. On page 42, we are shown the Falls of Minnehaha, on the "Upper Mississippi"! We are told on page 45, that Kansas is 2,200 miles from either ocean. On page 73, it is said that the Roman Empire began 35 B. C. On page 90, it is said that the ark rested on Mt. Ararat; this is not according to Genesis. Some of these, doubtless, are errors of the types; but they should be corrected.

*Annual Report of Public Schools.* Decatur, Ill.: E. A. GASTMAN, Superintendent.

This report although not so pretentious in appearance, or so expensive as many others we have received is especially noticeable for the full exhibit of the school finances of the city. Mr. Gastman has carefully placed before his people an exact account of every dollar; from where it came and for what it was expended. We comprehend now how it is that Mr. G. has been the popular superintendent at Decatur for twelve years. He yearly puts the exact condition of everything before the people.

## PERIODICALS.

The *Chicago Times* we have long regarded as one of the very ablest newspapers in the West; we may say, in the country. We have often differed from its utterances, on several occasions, in these pages; its news columns sometimes contain articles not fit to enter a respectable family. But, for enterprise, for fullness and accuracy of news items of all kinds, from the report of a divorce suit to that of a missionary meeting, for correct and full abstracts of speeches, ranging all the way from a pot house harangue to a sermon,—in short, for everything that goes to make a newspaper the reflection of life as it goes on in its groveling, its ghastliness or its grandeur, the *Times* has no equal, especially in the West. On the 9th of October, the anniversary of the great fire, it issued a double quarto sheet, which is worthy of preservation as a historical document; we do not know where else one can so easily get a review of the dreadful calamity, the wonderful outburst of charity that followed it, and the astonishing work done in rebuilding the city.

The *Galaxy* for October has a long, and scathing, review of *Lamon's Life of Lincoln*. We have not read Lamon's book; but, from what we have heard of it, we judge that the strictures of the *Galaxy* are well deserved. The reviewer says: "Mr. Lamon, then, we may understand, has merely fathered Mr. Herndon's 'only original' story, which it is well known the author had ineffectually hawked about in Illinois as a lecture or a course of lectures, until the friends of the great President compelled him, for the sake of decency, to desist." There was never anything else in President Lincoln's actions after he became President that surprised us so much as that he should make a kind of pet of the man Lamon; and this man seems to have repaid his favor by doing all he can, intentionally or otherwise, to send the great, kind hearted man down to posterity as an ambitious, free-thinking booby, whose very origin was a disgrace.

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## PUBLISHERS' DEPARTMENT.

ELEMENTS OF THE NATURAL SCIENCE.—As Section 50 of the new school law of Illinois requires teachers to be qualified to teach the natural sciences, we are glad that the Publishers have not been behind preparing suitable books on these new subjects for our common schools. One of the most successful attempts of this kind is the *Elements of Natural Philosophy*, or "Hotze's First Lessons in Physics." This useful text book has met with a wonderful success, three editions having been sold in less than four months after its first appearance, without the aid of the usual agency work. This book is designed to carry out such work as the new law requires, and it should be examined by every teacher and school officer. Any teacher sending forty cents to prepay postage will receive a copy *gratis*. Address, Hendricks, Chittenden & Co., St. Louis, Mo.

*A Condensed Botany.* By Dr. J. A. SEWALL. GEO. SHERWOOD & Co., Chicago, 1872.

The title of this little work expresses very clearly its plan and purpose. It is a compendium of structural botany, designed for young learners. It embraces a concise view of the plant in its various forms and modifications, keeping in view, from beginning to end, the plan of vegetable structure. It is just such a book as is needed at the present stage of education—a book which will direct the scholar what to see and what to observe. The illustrations are appropriate, but the engraving of a few of them could be much improved. A few verbal errors may be observed, which will undoubtedly be corrected in future editions. We can but congratulate the teachers and youth of Illinois that such a guide to the study of nature is now available, and at a cost which places it within the reach of all. The student who masters its contents will have laid a foundation for a thorough knowledge of Botany.

GEO. VASEY.

*Botanist of the Agricultural Bureau, Washington, D. C.*

OMAHA.—The Omaha Board of Education recently adopted and introduced into the schools of that city: *McGuffey's Readers and Speller*, *The Eclectic Geographies*, *White's Arithmetics*, *Harvey's Grammars* and *Venable's U. S. History*.

# THE CHICAGO SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

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## *THE INDEPENDENT STUDY OF NATURAL HISTORY.*

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### SECOND PAPER.

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The comparison of objects, or of our ideas of objects, the perception of resemblances and differences among them, and the discrimination of the parts of which each is composed, are among the earliest and simplest of our mental acts. Their beginning we can none of us remember, and their end we none of us shall know. We are not surprised to learn, therefore, that for centuries the science of botany was almost wholly confined to the comparison and description of plants, and their arrangement in general and special groups, according as they were more or less alike. This was not an accidental, but a necessary fact, growing out of the laws of the human mind; and reasons similar to those which made it easier for Aristotle to distribute plants in genera and species than to determine their minute internal structure, and the laws of their life and growth, make descriptive botany comparatively easy for the student of to-day. With this, then, I would advise him to commence; but, as all thorough classification is based upon organography, this must precede all else. Leaves, stems, roots, flowers, and fruits, will therefore first engage the student, and afterwards classification and analysis.

Then, since no clear and comprehensive knowledge of the vital activities of plants can be had without some idea of their structure, histology must prepare the way for physiology; and finally comes embryology, whose facts, while they are in some respects unique, are in others so closely involved with those of physiology that they will be most readily mastered last of all.

This order of study will be found to have other advantages than those implied, not the least of which is that it will bring the student, from the first, into the immediate presence of Nature, where he shall see her, not as through a school-book, darkly, but face to face.

Concerning methods, I would insist, first of all, that the exhaustive study of each of the branches named above should be preceded by a series of independent observations. Thus, before learning from the book the different kinds of leaves and their descriptions, let the student bring together a variety of specimens, from the blade of grass to the leaf of the oak and the locust. Let him notice their shape and size, their margins, surfaces, and venation, and whatever else about them he is able to see by the unassisted eye; let him carefully compare them two by two, and one with several others; and let him afterwards repeat this process with all the other organs of the plant in turn. It will be well for him to note those particulars in which the greatest numbers of his specimens agree,—as in the venation of leaves—and also those in which their differences are more numerous,—as in their forms and margins. Thus he will assume at the outset the attitude of an investigator; the statements of the books will furnish him with a measure, repeatedly applied, of the accuracy and breadth of his habits of observation, and he will apprehend at once, and in the simplest manner, the basis of an arrangement in general and special classes. Such conclusions as he fails thus to anticipate, he should afterwards, where possible, rigidly demonstrate.

He should pursue the same method with entire plants in taking up the study of classification. He will have gained a knowledge of terminology in the study of organography; and I believe that it will well repay him to write out in full, technical descriptions of a number of the simpler plants, carefully comparing these descriptions with each other, observing, as before, the points in which there are the fewest variations, and those in which the smallest numbers of his specimens agree. The former will suggest to him the ground for a division into comprehensive classes, and the latter the ground for a re-division of these into smaller groups; and thus he will repeat in little the discoveries of the early naturalists, and will be prepared clearly to comprehend (what is so obscure a thing to many) the plan and foundation of the natural system of classification. He may even find out for himself such facts as this;—that, while plants may differ widely in the color of their flowers, and yet resemble each other very closely in all other respects, radical differences in their mode of fruiting are always accompanied by a multitude of *other* differences; and thus he may learn to distinguish between essential and non-essential characters.

In the analysis of plants, he should, of course, commence with simple

specimens, and, in order that he may have some test of the truth of his conclusions, some guard against incorrect determinations, it will be well for him to use at first only those of which he knows at least the common names. After some practice in the use of the synoptical tables, he should first examine his specimens thoroughly without the aid of the book, and then, laying them aside, turn to the tables and determine the names without further reference to the specimens themselves. He will probably be surprised and mortified at first to find how many essential and conspicuous features he has overlooked; but, if he perseveres, this method will give him a valuable training in *exhaustive* observation, and will help him to fix habitually upon the truly characteristic and important points, to the exclusion of the non-essential.

To cultivate conception and memory, the student should often critically examine some plant with whose technical description he is not familiar; and then, after an interval of a day or a week or more, should describe it in writing or classify it from memory, afterwards testing his work by comparison with the specimen.

He should at all times so select the matter of his study as to hold strictly to the logical order; and then, if he accustom himself to reason from his facts, he will often find himself thinking in advance of his author. Thus, when he knows the differences between the outer and inner layers of the bark, he will be very likely to see where the growth of the tree must take place; and when he learns that the sap is assimilated in the leaves, he will conclude at once that it is the downward current which contributes to the plant's nutrition.

Perhaps the most effective culture of the reasoning powers is to be obtained by the endeavor to account for the many local peculiarities which the close observer notices. The pregnant little question "Why?" should be ever on his lips; and no number of failures to answer it should discourage him, for failure often furnishes the most efficient discipline. This point is of such great importance, and is so generally neglected, that I will illustrate by a single example the class of problems referred to and the manner in which they must be solved.

The botanist, exploring the southern part of this State, is not long in discovering a remarkable difference between the aspect of the southward and the northward-facing precipices. The former rise from the valleys, barren, gray, and desolate, scantily clothed with only the hardiest mosses, or blotched with scaly lichens, more like the discolorations of decay than evidences of life and growth; while the latter are often draped from crown to base with the richest mosses and the drooping plumes of ferns, and are bordered at the summit by a wild profusion of flowers of wonderful variety and

of every hue. In his search for the causes of this phenomenon, the student brings together all the facts within his knowledge which seem to have any bearing upon the question; he arranges and re-arranges them in different groups, and constructs perhaps more than one hypothesis, only to find it insufficient; he selects some facts and rejects others as irrelevant, until finally he has but these four left, and from them draws the true solution: 1. All plants require a certain amount of moisture. 2. "Water runs down hill." 3. An unbroken bed of rock forms a nearly perfect water-shed. 4. The geological strata throughout this whole region have a uniform northward dip. Hence, he reasons that the underlying rocks convey the surface waters from their southern to their northern borders, leaving the former parched and naked, and supplying to the latter the only condition lacking to a luxuriant vegetation. Wider observation verifies this conclusion, and completes the proof by showing that nearly all the living springs are on the north hillsides.

But I have not space to pursue this subject further, and probably it is not necessary. The student who has carried his work thus far with thoroughness and intelligence, will not be likely to fail in these in the higher departments of the science.

The study will grow constantly more attractive to him. Details which, when considered separately, seemed trivial and tiresome, will be found of the greatest interest as their relations flash upon his mind. New facts will add significance and beauty and value to those which have gone before, and will come to be watched for and welcomed, like the discovery of the planet Neptune, because they supply some missing feature to the mighty plan. All branches of the study will conspire to lead him slowly up to the full realization, and the unchangeable, ever-present conviction, of the truth of that widest and most sublime of all known inductions, the harmony of Nature, the oneness of the universe,—an induction which the human mind has been six-thousand years in framing, and which so few are even now prepared to accept in all its fullness, and to follow to its logical results.

S. A. FORBES.

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THE DAY OF REST.—I think with a shudder, sometimes, of what life would be without Sunday—if day after day the great wheel of the world went round with its ceaseless clatter, never a rest in motion, never a pause in sound. I speak of the Sabbath only in its original meaning, as a word that signifies *rest*. And in this sense it is by most men esteemed as the very greatest of all blessings which Almighty benevolence has bestowed.—*Bascom.*

### *OBJECTIONS TO FREE SCHOOLS.*

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In recent numbers of the *SCHOOLMASTER* the opponents of Free Schools have been urged to contribute a statement of their argument for its pages. The opponents of our free-school system are not likely to respond, for two important reasons: first, the *SCHOOLMASTER* is scarcely ever read by any such; second, very few persons deem it profitable for their cause, or pleasant for themselves, to venture singly into a company of workers, or before an audience whose sympathies are avowedly all on the other side.

The silence, as it seems to us, must not be accepted as a token that all arguments are dropped. We gather as sympathizers in the same work, or we read that which supports our views, and hear and see, often, only that which accords with our view, when close by them is another set of thinkers or talkers who have no sympathy with us. So it is in politics, in religion, in all the great departments that touch our individual belief and action. Most of us stop our newspaper if we find it conveying ideas to us unlike our own, or revealing a class of facts which we had rather not learn.

It is wholesome, sometimes, to learn what others think in regard to topics of living interest, especially where, as in case of the schools, the opinions of the people are a part of the conditions of their influence.

I have heard, and I have seen, various objections which it may be well to consider, even though we think some of them long ago set aside; some of them come of selfishness, but some come from persons as earnest in the cause of education as we claim to be; who yet do not think the public free school, the influence for good that its friends claim it to be. As men may continue to raise grass, who prefer something to a Buckeye mower, so some oppose free schools, who still urge universal education. Those who deny the right to tax one man to educate another man's children, are not likely to say much about it, where we hear it; but there are many who, like the Unionists of the South in the days of the rebellion, hold their peace, waiting a time to speak and act effectively in accord with their views. These will take new courage from opinions recently put forward by a prominent English authoress, (Mrs. Fawcett,) who, as I understand it, holds that the state has no more right to take charge of personal education than of personal religion; that education is peculiarly a parental responsibility; that the parent is bound to educate his child as much as to provide his food and clothing. She holds that the public should regard as a pauper the man who cannot provide for his child's education, equally with him who cannot feed his child. Mrs. Fawcett, I think, is sincere in this, without being an enemy to true general education.

The devout Catholic objects to the schools from which all religious teaching is excluded, as training only a part of the human nature. The *Boston Pilot*, noticing two addresses delivered by Bishop McQuaid, on the failure of the public schools to meet the full moral, intellectual and physical need, said that its own objection was, the want of religious training rather than the kind that was found in our schools, and censured Protestants severely for dropping all the moral features of the school discipline, as some would endeavor to seem to do. That paper expressed an earnest preference for a decidedly Congregational or Baptist or other marked training for Catholic pupils, over the avoidance of direct moral training, already evident in some quarters.

Two directly opposite arguments are aimed at our public schools, and each, in some locality, may deserve attention. By some they are said to be too busy with the individual faith and convictions of morality, and by others they are deemed altogether wanting in their care for this element of the child's individuality.

Again, one asks, "Why should the state furnish abundantly means to aid those who wish to become teachers, while those wishing to enter other callings, no more remunerative, must depend upon themselves?" This is answered by some one who says, "We will have a great free university, where any one can follow any branch he chooses, untrammelled by cost." Some one, then, from a State that is attempting to carry on a university, says, "These free universities are before us with false pretences; many of them that are called free have still considerable charges for various lectures and privileges to their regular students, and it is an imposition to call them a part of a free-school system."

And another says, "You cannot manage to harmonize the schools of medicine and the schools of theology, so as to have any satisfactory training of clergymen and of physicians, in state institutions; and if, by the very needs of society, these professions will for the most part be kept full through other than the support of the public treasury, the attempt to do all other training at public expense puts those who would practice medicine or preach the gospel under a great disadvantage in their preparation. And why not leave all on an equal footing, giving preference in all callings to those who fit themselves best for them?"

Most earnestly, just now, some are urging the Chinese idea of no position in the service of the state without passing some examination; and here, as in China, the least important question in such an examination would be *where* the needed information was obtained. With a recognition of merit, there would be an incentive to education. The state has no right, say they,



to do anything in this matter beyond selecting the man best fitted to perform the required duties for the public. The true office of government is to prevent any interference, by another, with the honest labor and effort of any man, and no taxes of any kind should be levied that advance any man at the cost of another. "Free trade, free speech, free thought and free schools," say those who talk thus, "do not harmonize; for the free school is provided only by taking from one for another's benefit, and the latter only gets that benefit by submitting to important omissions in the work that should be done for him."

In an article quoted from the *Nation*, in the September SCHOOLMASTER, covered in the discussion of "two dangers threatening our schools," were two arguments often used against the schools. First, that they are narrow and cramping machines; the second involves all that has been already said here on the moral question.

Let it be understood that I do not give these as objections of mine, but as objections that must be borne in mind by free-school men, and that represent views often silently held by men who do not utter them in our hearing.

There is a wide-spread conviction that there is something wrong with our public schools. It is yet in our power to hold all the friends of popular education together for a dispassionate examination of difficulties, and planning of remedies. Injudicious action or hasty words may drive away some who will think their effort more valuable in channels entirely unlike the public schools,—men and women whose sympathies and aid and counsel and kind criticism we need, to keep our work duly effective. We are in something of the danger that overwhelming majorities bring to political parties. When we meet for educational consultation, we meet only those who think as we do, even when there are multitudes who look at the extravagance in school buildings, and at the admission of graduates of some high schools in Michigan and Wisconsin, to the respective universities of those states without examination, as a wasteful token of inability of the state to carry on, economically, a complete system, and as a degradation of true scholarship foreshadowing a concentration of all sounder effort upon private and denominational institutions. More of this may sometimes be heard, even in a few days, as one travels and of necessity overhears the discussions of educated strangers in the cars or in waiting-rooms, than develops itself at a score of educational meetings or in all the teachers' journals in the country.

J. H. BLODGETT.

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The clergy cost the United States \$12,000,000 annually; the criminals, \$40,000,000; the lawyers, \$70,000,008; rum, \$200,000,000.

*AN EXERCISE IN BOTANY.*

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It is quite an advantage, if we can plunge into the midst of affairs without departing from popular language. One night, I said to a boy, "Did you ever see a tree fast asleep?" adding, "There's one in your father's front yard, now." "I can't hardly believe that," said he. "Well," said I, "come and see." Then he was greatly delighted by finding a honey locust and a purslane with their leaves folded.

But is not practical botany dangerous to the reputation? Certain it is that the hired girl reported that I had "gone out bottleizing," one day when I carried my basket and garden trowel to the woods.

Late one afternoon, I passed a row of sunflowers, all nodding to the east. Then the words of my favorite bard were irresistibly brought to my mind:

"The heart that once truly loved never forgets,  
But as truly loves on to the close  
As the sunflower turns to her god, when he sets,  
The same look that she turned when he rose."

We may find a great deal of truth, and so forth, in the poets. I admire the couplet which occurs in Byron's famous "erring sister" passage:

"Can this with faded pinion soar  
From rose to tulip as before."

And I wonder whether the "emerald meadows of Cashmere" are so different from our own meadows, that roses and tulips bloom there at the same season, in the open air, so that butterflies can flit from one to the other.

Even in sober prose, we find passages that are calculated to alarm us. In Quinby's "Mysteries of Bee Keeping Explained, containing the results of thirty-five years' experience"—a work indorsed by the publishers of one of the leading agricultural journals of the country—we read: "During one excursion the bee seldom visits more than a single species of flower; were it otherwise, and all kinds were visited promiscuously, the fertilizing of one species with the pollen from another, would be quite likely to produce some hybrids among plants." I have made three observations with reference to this remarkable statement. In the first case, a bumble-bee passed at once from a madeira vine to a clover head; in the second instance, a bumble-bee went speedily from a morning-glory to an althea; and in the third, a honey-bee passed, in the course of about two minutes, from a cluster of spiderworts to a sweet-william. I conclude that our bees are less considerate than those of the East, and that the flora of Southern Illinois is in great danger of suffering from hybridation.

The exercise which I propose to describe, had reference to the divisions of the calyx in an apple. Cutting the fruit in two at right angles with the stem, we notice ten little dots in the pulp. Before mentioning this fact, I sent out for some hickory leaves, and found five leaflets which covered pretty fairly the gilded globe of our tellurian, each petiole being at the bottom, each apex at the top. It was easy then to count ten "joints," one for each midrib and one where each pair of margins came together. Then, as the tips of the sepals remain distinct and not thickened in an apple, it was easy to point out the similarity between the two cases. A quince furnishes a clearer illustration.

Criticisms upon such a lecture as this are abundant and obvious. It gives the pupils too little to do; the teacher, too much. It takes the children into regions of speculation, where they can feel but little freedom or confidence. And lads do not like to be reminded that they are ignorant of objects which they have been used to seeing and handling all their lives, any more than sinners like to be reminded that they are guilty in the sight of their Maker. Hints of the subtle theories which relate to common facts should be given but sparingly, though they certainly have their use.

J. T. MOULTON, Jr.

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## DENOMINATIONAL AND STATE SCHOOLS.

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Still another question of interest is the relation of the denominational to the public-school system.

Among the views advocated are the following:

Public-schools are unchristian or godless, and should be abolished. The advocates of this theory declare that "religious instruction which is necessarily connected with the acquirement of secular knowledge, cannot be introduced into public schools without interfering with the conscientious rights and wounding the most delicate feelings of the pupils." Therefore they condemn public schools *in toto*, and demand that all education shall be under the control of the church.

Another class maintain that the state should merely supply "the rudiments of education, such as may occupy the attention of small children from five to ten or twelve years of age." These persons would permit the state to foster elementary schools but would tear down the grammar, high school and state university, and substitute therefor, the denominational academy, seminary and college.

This theory is more illogical than the former. There is certainly great inconsistency in permitting children to be taught in unchristian elementary schools, and then demanding that the church shall give all higher instruction. For if there is one reason why the church should give all higher education, there are a hundred reasons why it should impart all primary instruction; for here it is that the tender character of children is molded for life.

But I have no sympathy with either theory. They are both in spirit and in fact contrary to the best interests of our country and to religion itself. And I rejoice that the public-school system, including the common school, grammar school, high school, and state university, is too firmly grounded in the affections of the people to be moved by such futile efforts. Though these two parties should join hands and wage a common war upon our school system, their efforts would be vain. They may as well attempt to dry up the Mississippi river, or blow out the sun. If need be, the American people will rise up in their majesty and grind to powder the enemies of public schools.

And on the other hand, denominational schools are an equal necessity, for the state cannot or will not provide institutions and appliances for all her youth who desire a higher education.

In the opinion of some, however, there is, to a certain extent, a necessary antagonism between these two classes of schools. This may not be admitted. There may be diversity of interest, but there is no opposition. What then is their true relation to each other, to our educational system, and to society?

The primary object of the state in her system of schools is to promote intellectual culture, together with such an amount of moral training as will make good citizens. Whatever of moral or religious instruction is added thereto, is incidental; the primary object, as already stated, is to secure good citizens. For this purpose, every grade of institution established, from the primary school to the university, and all the apparatus and appliances needed for instruction, are or will be provided. In denominational schools, the primary object is to advance christianity by means of education.

The theory of the churches is, that educated mind rules the world. If christianity would gain the control of the world, it must do so through educated mind; and this can best be done by founding and maintaining colleges where such minds are trained. The churches seek, therefore, through colleges, to train and guide the world's thinkers in the interests of christianity. This is all right, and I wish them the greatest success. The churches were never wiser in their efforts than in this.

The question now arises, what effect does each class have upon the other and upon society?

The state school being more munificently endowed, and having intellectual culture primarily in view, will maintain in this respect a high position, and stimulate denominational colleges to furnish similar advantages and to occupy an equal grade, or students will be attracted from the denominational to the state schools.

On the other hand, denominational schools, having for their primary aim the advancement of christianity, will permeate our whole system of education with religion, and compel state schools to maintain a high moral and religious standard, or students will be drawn to denominational schools. Each class then stimulates the other; each is the complement of the other; and when adjusted to their appropriate places in our educational system, there is no room for conflict or disparagement. Each has a wide field and a grand opportunity, and the combined result of their harmonious efforts will be a higher intellectual and religious culture, and a consequent nobler christian civilization. I have now spent eighteen years in Iowa. The first six years I was a teacher in a denominational college, the subsequent seven years in the christian pulpit, and the last five years in the state university. And yet, my work has been one:—in no sense has it been antagonistic. I therefore extend my hand to the public school teacher, the professor in the denominational school and to the christian minister, and say to each and to all “we are brethren”—co-laborers in the same great field. Our common work is to aid youth in forming habits and molding character, in giving proper direction to the energies of immortal minds, in rearing and training human beings for the responsibilities of life and for the great hereafter.

Such are some of the questions that engage the attention of educators to-day. Others might be mentioned, but time forbids.

The great wants of our educational works to-day, are :

1st. The establishment of State Normal Schools for the training of elementary teachers. Laying aside all sectional and personal considerations, let us give ourselves to this work with an earnestness and an enthusiasm that will insure a speedy success.

2d. The unification of our school system. There should be such a connection between the various grades of institutions, that the student may pass, without break, on examination, from the primary to the intermediate, grammar, high school and university. Can we call ours a school *system*, until such a unification is secured ?

3d. A closer band of sympathy between educators of all classes and grades. We are laborers in different departments of a common cause,—the noblest on earth. “As we have many members in one body, and all members have not the same office; so we, being many, are one body” in the work of

education. To facilitate this union, and increase *esprit de corps* of the profession, every institution of learning in the state should report its *status*, work and progress, to the superintendent of public instruction. The superintendent would then be able to lay before the legislature and the people in his report, every fact that can convey an educational suggestion or lesson.

Before this generation shall pass away, our country will contain a population of at least one hundred millions—differing widely in race, in caste, in politics, and religion. Unless these elements of diversity and discord can be harmonized and our people rendered homogeneous, the nation will be rent in pieces. The grand agency for unifying the people and preserving the nation from disintegration and ruin, is our system of schools. And the success of the schools depends primarily upon the intelligence, the skill, and the fidelity of the teachers. Realizing our responsibility, let us do our work and do it well.

S. N. FELLOWS.

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### METHODS EXEMPLIFIED.

In order to give a more clear idea of what I mean by forming habits of obedience in children by methods other than those connected with a system of rewards and punishments, I will specify some such methods, introducing them, however, only as illustrations of what is intended. For, while in respect to rewards and punishments something like special and definite rules and direction may be given, these other methods, as they depend on the tact, ingenuity, and inventive powers of the parents for their success, depend also in great measure upon these same qualities for the discovery of them. The only help that can be received from without, must consist of suggestions and illustrations, which can only serve to communicate to the mind some general ideas in respect to them.

#### RECOGNIZING THE RIGHT.

1. A very excellent effect is produced in forming habits of obedience in children, by simply *noticing* their good conduct when they do right, and letting them see that you notice it. When children are at play upon the carpet, and their mother from time to time calls one of them—Mary, we will say—to come to her to render some little service, it is very often the case that she is accustomed, when Mary obeys the call at once, leaving her play immediately and coming directly, to say nothing about the prompt obedience, but to treat it as a matter of course. It is only in the cases of failure that she seems to notice the action. When Mary, greatly interested in what

for the moment she is doing, delays her coming, she says, "You ought to come at once, Mary, when I call you, and not make me wait in this way." In the cases when Mary did come at once, she had said nothing.

Mary goes back to her play after the reproof, a little disturbed in mind. at any rate, and perhaps considerably out of humor.

Now, Mary may, perhaps, be in time induced to obey more promptly under this management, but she will have no heart in making the improvement, and she will advance reluctantly and slowly, if at all. But if, at the first time that she comes promptly, and then, after doing the errand, is ready to go back to her play, her mother says, "You left your play and came at once when I called you. That was right. It pleases me very much to find that I can depend upon your being so prompt, even when you are at play," Mary will go back to her play pleased and happy; and the tendency of the incident will be to cause her to feel a spontaneous and cordial interest in the principle of prompt obedience in time to come.

Johnny is taking a walk through the fields with his mother. He sees a butterfly, and sets off in chase of it. When he has gone away from the path, among the rocks and bushes, as far as his mother thinks is safe, she calls him to come back. In many cases, if the boy does not come at once in obedience to such a call, he would perhaps receive a scolding. If he does come back at once, nothing is said. In either case no decided effect would be produced upon him.

But if his mother says, "Johnny, you obeyed me at once when I called you. It must be hard, when you are after a butterfly and think you have almost caught him, to stop immediately and come back to your mother when she calls you; but you did it." Johnny will be led by this treatment to feel a desire to come back more promptly still the next time.

#### A CAUTION.

Of course there is an endless variety of ways by which you can show your children that you notice and appreciate the efforts they make to do right. Doubtless there is a danger to be guarded against. To adopt the practice of noticing and commending what is right, and paying *no attention whatever* to what is wrong, would be a great perversion of this counsel. There is a danger more insidious than this, but still very serious and real, of fostering a feeling of vanity and self-conceit by constant and inconsiderate praise. These things must be guarded against; and to secure the good aimed at, and at the same time to avoid the evil, requires the exercise of the tact and ingenuity which has before been referred to. But with proper skill and proper care, the habit of noticing and commending, or even noticing alone, when children do right, and of even being more quick to notice and to

be pleased with the right than to detect and be dissatisfied with the wrong, will be found to be a very powerful means of training children in the right way.

Children will act with a great deal more readiness and alacrity to preserve a good character which people already attribute to them, than to relieve themselves of the opprobrium of a bad one with which they are charged. In other words, it is much easier to allure them to what is right than to drive them from what is wrong.—*Gentle Measures in the Management of the Young*—JACOB ABBOTT.

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### HOW IS THIS?

[It is good for teachers to look at all phases of the school question. Here is an extract from the *Philadelphia Bulletin*, that the SCHOOLMASTER is pleased to present.—ED.]

“In common with thousands of other parents who desire that their children shall at least keep up with the average boy and girl, I find myself obliged to spend my evenings in teaching school, doing what I pay others to do during the day time, and in order that my youngsters may be able to go and *recite* at school, spending my leisure hours, and they sleepy ones, in trying to fix in their poor little weary brains the names of almost unknown rivers in some out-of-the-way portion of the globe, or in trying to explain the important fact that 437 1-7 dollars is 2-7 of 9 times what A paid for his horse, and the horse cost  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{3}{4}$  as much as his carriage—something, no doubt, that every child ought to know, provided his parents teach him. We all know that we make such calculations fifty times a day, and never think of coming at a result in a sensible, direct manner. Dr. Johnson says a school is ‘a house of discipline and instruction,’ ‘a place of literary education,’ etc., and that a scholar is ‘one who learns of a master.’ He also says a school-master is ‘one who *teaches* in a school.’ Now, so far as my experience goes, the modern school-master or mistress does none of these things, but merely listens to the recitations of lessons taught by parents at home. I have no hesitation in saying that the whole system of modern teaching, including text-books, maps, and everything else connected with it, is vastly below and behind what was in vogue thirty years since, and that, instead of making of us a race of well-educated men and women, it is making candidates for the insane asylum, and piling up a heap of misery in very many forms.

I am perfectly willing that teachers shall be well paid if they will only teach, and may mention that in my capacity of trustee of a public school I



give a practical illustration of my faith ; but I am opposed to parents being compelled to teach their children.

As a boy, I was well flogged at school, and the memory of the rattan is pleasant as bringing back a time when boys were boys and teachers were teachers. Now we do not flog the boys—and very properly, for those who deserve the flogging are first the teachers, and perhaps if a parent were made to suffer now and then it would do him good."

NINE P. M.

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### VILLAGE AND CITY SCHOOLS. III.

The relation of the principal to his associate teachers must be much the same in all schools, whatever be the surroundings. "Union is strength" is as truthful of school as of national economy. Board of education, principal and teachers must, so far as the public know, be united in sentiment and in practice: one dissenter from either of the classes mentioned is likely to cause much opposition. It cannot be expected that each teacher will believe just as each other teacher does, in the management of pupils. It is fortunate for our schools that this difference exists. When, however, a difference of opinion in management arises, and the results are likely to affect the whole school, it becomes the duty of the principal to make a decision which shall be final. This is not one of the pleasant duties of him who has charge. When of two young teachers whose notions are opposed, both are equally correct, and either is ready almost to rebel, if her opinion is not ratified, nothing but excellent judgment in the appellate power can prevent trouble.

I am inclined to believe that teachers who work in communities do not give sufficient heed to this; that principals do not call the attention of their co-workers to the fact that each needs the help of all the rest. Any word or look even, given by the principal, or teacher, or member of the board, that can be understood as condemning an associate, is received as from semi-official authority, and re-stated with the ordinary exaggeration. I must not be understood as urging the concealment of flagrant evils, when they exist, but as stating my belief in the excellence of the practice of talking little unless that talk can be of a pleasant sort.

Instructions to subordinates should never be given in the presence of the pupils. No class exercise should be interrupted by the principal without first asking the consent of the teacher, in a manner noticeable by the school. The principal should be careful at all times in addressing his teachers, to show the same respect and deference that he wishes the pupils to show. All

these things help the teacher in her discipline; for the boys and girls are usually willing to be as modest and deferential as they perceive the schoolmaster to be.

All directions from principal to subordinates should be passed through the proper channels. Those who are familiar with military discipline will understand at once the importance of this. If the president of the board passes to some ward school and gives definite instructions relative to a point of management, and the superintendent knows nothing of it, confusion must ensue; so if the principal issues general instructions to the teacher of a room without passing them through the principal of the building.

In most schools of which these papers treat, but one man is among the corps of teachers. The girls of the village have for their models (?) in conversation, deportment, and dress, several individuals. The boys have only one. This one is often closely watched. Does he wear his hat in the school-room during intermission; does he pare his nails, does he neglect to clean and black his boots, or to wear clean collars; is his hair uncombed and his coat not brushed; then will his boys, from highest to lowest grades, through all the schools, in all the buildings, be inclined to do likewise.

I know I am treading on well-worn paths, when I speak of these last, but the teacher of the country school, or the teacher of a room, has not the power, in this direction, that the master of the village school has. It will bear repeating, as long as our free schools live. Principals need to have it thrown at them once a month every year; for it is not so much what we do not know, as what we neglect, that materially affects our management.

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### ***EDITOR'S DEPARTMENT.***

This number ends the fifth volume of the *SCHOOLMASTER*. A table of contents has been printed for the convenience of those who wish to preserve the volume in book form. Many will have the *SCHOOLMASTER* bound. A glance at the index will discover that in the book of three-hundred and sixty pages, much matter of real service to the teacher, is contained. We are pleased to know that there are many friends of our magazine who pronounce it superior to all others in the matter of practical utility for the teacher. Those who have sent in monthly reports, have now those reports in permanent form: it is expected that that list will double with the next volume. It is with regret that we have been compelled to refuse sending back numbers. The entire edition of several months was soon exhausted. We could not foresee the extra call that has been made, at different times, on account of the value of some article. Mr. Powell's *Animal Lessons*, and Mr. Westcott's *Entomological*

*Notes*, are two that have been much sought for. We may put them in print again; certainly shall if a large number of our subscribers request it.

Taken altogether, for better and for worse, the volume closing is well worth the one dollar. Volume six will be as valuable. We have a few copies of volume five bound in substantial form, that we can furnish. Back numbers can also be supplied, except Nos. 44, 47, 53, and 54. All the numbers of vol. IV (1871) are at hand.

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The fire in Boston on the 9th and 10th of November, was the most destructive ever known in this country, always excepting the great fire in Chicago. From sixty to eighty acres of the best part of the city were burned over, involving a loss of from fifty to eighty millions of dollars. The burnt district contained the greater part of the wholesale houses of the city; the branches of commerce that have suffered most were those of dry goods, shoes and leather, and wool, these were the most prominent departments of wholesale trade in the city. The buildings burned were magnificent structures of granite, marble and iron, and they seemed to be truly fire-proof. No doubt they would have been so, had their windows been protected and their roofs properly constructed. How many more disasters like this and the one in Chicago, are needed to teach our people the foolishness of rearing great piles of solid stone, with a tinder-box atop, beyond the reach of the best engines, and with only glass windows to protect the apertures? Of course, comparisons will be made between this fire and the one in Chicago; but the points of difference are many and well marked. The area burned is not one-tenth as great; the loss in money is much less; and, greatest of all, the number of poor people deprived of their homes, is very few. We are glad to notice that the staid and substantial old city seems likely to show real Western pluck and energy in the work of rebuilding.

We doubt, however, if Boston will rebuild with the same celerity that Chicago has. One year ago, when we declared in the *SCHOOLMASTER*, our belief that three years would see more property on the burned district of Chicago, than the fire destroyed, many of our friends said that we were wild; yet only thirteen months have passed, and Chicago is substantially rebuilt. It is true, that many of the most imposing structures are not entirely finished, but they are rapidly approaching completion; and, along many of the best business streets, one can see only here and there a trace of the fire. It is evident that all the old business streets will appear quite as handsome and substantial as before; while, on many streets are the grandest commercial palaces where before the fire, were only pine shanties, occupied by the very lowest and vilest people in the city. On the whole, the new Chicago will far surpass the old in its beautiful and substantial appearance, and in the number and convenience of its structures. It is stated, on good authority, that more than seven-millions of dollars were given in charity to suffering Chicago; and it is easy to see that an equal sum would be tendered for the relief of Boston, if it were needed. Surely, there is a bright side to human nature which only misfortune and suffering can show in its clearest light.

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The attendance at the institutes in Illinois, we are told, is much smaller

this fall than usual; this is accounted for by the fact that our new school law requires teachers to work twenty-two days for a month, but makes no provision for them to attend institutes, as the old law did. There are several points in the new law that ought to be changed; we think this is one; although we do not give those teachers who neglect to attend the institutes for this reason, credit for the highest wisdom. No feature of the law needs changing more, however, than that which cripples the efficiency of the county superintendents. The members of the next legislature are now chosen. Have the teachers of the State influence enough with the several members in their respective neighborhoods, to induce them to vote for the right thing in this matter? "The gods help those who help themselves." Let the teachers bestir themselves; we believe they have influence, if they will only make it felt.

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The Presidential Election resulted as was expected, except that Grant's majority exceeds anticipation. It seems to us that one feature of this election ought to encourage every patriot, whatever may have been his preference of candidates. It is quite certain that very many, perhaps most, of the ablest and most influential leaders of both the old parties declared for the defeated candidate; we think the result shows that the mass of the voters were ready to show their own preferences, independent of their leaders. Is not this a hopeful sign?

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The system of school reports, adopted by the CHICAGO SCHOOLMASTER in 1871, and since continued with good results, has been adopted by the journals of Indiana and Iowa. Mich. has made an effort, but so far has published no reports. It is important that a uniform system for making these reports be adopted; as it now is, they are not intelligible. Reports published in this journal are made in accordance with the rules of the Illinois Society of School Principals; they appear on every blank upon which the original figures are recorded by the superintendent who makes the report.

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Attention is called to Prof. S. N. Fellows' article on Denominational and State Schools.

We take it by permission of Prof. Fellows from an address delivered by him to the teachers of his state (Iowa), but it is of equal interest to all. The SCHOOLMASTER does not propose to have the agitation all on one side. If the sectarians and opponents of free schools succeed in demolishing the public school, especially the public high school, at which they are now directing their forces in Mich. and Illinois, they must work for their success.

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We present with this number, the programme of the Illinois State Teachers' Association. The meeting is to be at Springfield, on Dec. 25, 26 and 27. Ample hotel accommodations and convenient halls for the sessions, were the reasons that caused Springfield to be selected. Everybody can make arrangements to be at the meeting with the assurance that they will be made comfortable while there. Private board may be secured by addressing A. M. Brooks, who has kindly consented to act as local committee.

Strangers arriving in Springfield, not wishing to proceed at once to a hotel, can pass to the High School building, corner of Fourth and Madison, where Mr. Brooks or his assistants will be in waiting.

# EDUCATIONAL INTELLIGENCE.

## REPORT OF ATTENDANCE FOR OCTOBER, 1872.

	No Pupus Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent or Tardy.	SUPERINTENDENTS.
*St. Louis.....	32,658	200	24,010	20,479	93	.....	.....	W. T. Harris.
Chicago, Ill.....	31,944	...	27,610	26,089	94-5	7,315	.....	J. L. Pickard.
Cincinnati, O.....	23,066	20	21,935	21,026	95-9	6,694	.....	John Hancock.
Indianapolis, Ind.....	6,355	20	5,847	5,579	95-4	947	2,763	A. C. Shortridge.
Evansville, Ind.....	3,773	20	3,561	3,279	91	1,216	342	Alex. M. Gow.
Dubuque, Iowa.....	2,806	20	2,641	2,196	88	.....	.....	Thos. Hardle, Sec'y.
Peoria Ill.....	2,355	20	2,139	2,052	93-6	141	.....	J. E. Dow.
Springfield, Ill.....	2,187	...	1,995	1,296	96-5	221	.....	Jas. C. Bennett.
Terre Haute, Ind.....	2,437	15	2,288	2,141	94-1	370	949	Wm. H. Wiley.
Decatur, Ill.....	1,586	20	1,458	1,385	95	208	710	E. A. Gastman.
Freeport, Ill.....	1,250	20	1,167	1,150	94-3	233	.....	Chas. C. Snyder.
West and South } Rockford, Ill, }	1,092	20	1,050	972	93	225	385	(J. H. Blodgett. O. F. Barbour.
Alton, Ill.....	967	20	847	793	93-6	382	255	E. A. Haught.
Lincoln, Ill.....	965	19	710	631	86-9	602	581	Israel Wilkinson.
Ottumwa, Iowa.....	783	20	652	619	95	181	211	L. M. Hastings.
Pekin, Ill.....	742	20	655	655	96-9	171	.....	Geo. Colvin.
Marsalltown, Iowa....	631	20	577	552	95-6	35	250	Chas. Robinson.
Princeton, Ill.....	578	22	552	531	96-4	64	219	C. P. Snow.
Peru, Ind.....	540	20	442	428	90	42	105	Geo. G. Manning.
Shelbyville, Ill.....	540	20	485	434	89	200	146	Jephthah Hobbs.
Dixon, Ill.....	471	20	428	328	93	365	100	E. C. Smith.
Marengo, Iowa.....	426	20	397	368	92-8	98	165	C. P. Rogers.
Winterset, Iowa.....	432	20	365	341	92	235	82	Henry C. Cox.
East Mendota, Ill.....	391	23	328	318	95-2	186	109	J. R. McGregor.
Normal, Ill.....	361	20	321	306	92	72	129	Aaron Gove.
Lexington, Ill.....	303	23	275	259	94	199	80	Daniel J. Poor.
DeKalb, Ill.....	263	23	250	231	93	192	60	Elta S. Dunbar.
Maroa, Ill.....	192	22	173	169	93	.....	47	Jas. Kirk.
Blue Island, Ill.....	172	20	.....	147	85	29	.....	M. L. Seymour.
Yates City, Ill.....	189	21	178	167	94	.....	169	A. C. Bloomer.
Lyndon, Ill.....	162	21	98	88	89	32	36	O. M. Crary.
Danville, Ill.....	957	26	858	743	86-5	306	148	J. G. Shield.
Centralia, Ill.....	672	22	603	565	94	363	278	W. D. Hall.
Macomb, Ill.....	636	...	597	565	...	...	...	Matthew M. Andrew.
Polo, Ill.....	514	20	476	442	92-9	30	150	J. H. Freeman.
Princeton, Ind.....	508	20	459	426	92-8	197	178	D. Eckley Hunter.
Carrollton, Ill.....	371	...	343	314	91-5	32	90	E. A. Doolittle.
Rochelle, Ill.....	340	20	318	303	89	70	164	P. R. Wacker.
Rochester, Ind.....	324	20	277	241	87	170	49	Lafe Bryan.
Rockville, Ind.....	234	20	265	244	92-2	161	75	D. H. Pennewill.
Princeton H. Sch., Ill.	258	...	.....	.....	98-5	.....	.....	Henry L. Boltwood.
Sheffield, Ill.....	248	24	219	205	93-6	49	64	J. A. Mercer.
Vernon, Ind.....	174	20	144	130	87-9	18	59	R. W. Wood.
Earlham, Iowa.....	87	23	79	75	95	69	21	J. W. Johnson.
Attica, Ind.....	290	20	317	294	93	35	112	M. A. Barrett.
Peru, Ind.....	507	20	503	447	89	39	146	Geo. G. Manning.
Seymour, Ind.....	427	20	379	344	92-7	72	128	John W. Caldwell.
Noblesville, Ind.....	370	20	315	292	92-8	8	197	Jas. Baldwin.
West Mendota, Ill.....	367	23	325	295	92	63	94	A. J. Sawyer.
North Dixon, Ill.....	195	20	170	146	85-8	197	63	J. V. Thomas.
Burlington, Iowa.....	1,691	19	.....	1,419	84	934	393	Wm. M. Bryant.

\*For the year.

\*Since Sept. 1, 1872.

CHICAGO.—A noticeable fact in the attendance of children at school, during the month of October, is that it was quite equal in point of numbers to that for any month before the fire. This is the case in spite of the fact that 14 buildings used for public school purposes, were consumed in the fire. So we have in Chicago, the prodigy of a city destroyed in a day and rebuilt in a year.

Notwithstanding the additional accommodations, the schools are all over-crowded, or rather, they are incapable of receiving the crowds that would gladly enjoy their privileges, had they the opportunity to do so. Aside from private and parochial schools,—which, like a chip in porridge, are of neither good nor harm—there are two systems of schools in Chicago; one held in the public-school buildings, where law and decorum prevail, and useful instruction is given; the other occupying the streets, and too largely attended, where the Devil is the principal and all his imps, well-qualified assistants.

What can be done for the *gamins* that infest the streets? The school building fund is insufficient to provide houses to contain them; so that it has come to pass that public schools are select schools, containing only the orderly and regular children of judicious and well-to-do people, while nothing but the street remains for the wayward offspring of vicious and improvident parents. The bad or unfortunate children are actually crowded out of the schools by the quiet and punctual element. The god Moloch may have been a myth in ancient time, but he is a reality in Chicago.

What can be done? We think it is a question of school accommodations and the employment of one truant officer for each school district in the wards known to be disorderly. The truant officer would need only to inquire the cause of absence to earn his pay; how much more useful would he be, if he could compel regular attendance. And, as to school-houses, why can not our wealthy citizens subscribe money to supplement the short-coming of the school-funds? It would be a better insurance of their lives and property for the ten years after the present decade, than all the private watchmen they could employ, or all the bolts and bars they could purchase.

Would it be a strange performance to build school-houses by subscription? We have heard of subscriptions for more distant objects—for red flannel jackets for the children of Tartary, for instance. Some of the churches might be turned into school-houses to good advantage. Points of doctrine are abstractions. And is it not a shame to leave so much unproductive capital locked in the dead hands of abstract conceptions, while there are thousands of little, naked, dirty realities running wild through the streets—little fellows of whom one-tenth of the money sent to Borriboola Gha, or spent for listening to “elegant Sunday essays on serious subjects,” would, through a common-school education, make useful and respectable citizens?

At the principals’ meeting, Oct. 12, the majority of principals reported favorably upon the experiment of doing without the rod. At the meeting Nov. 2, Mr. Pickard was in the act of giving an interesting account of his visit to Cincinnati, when he was interrupted by a telegram announcing the death of his father in New England. Afflictions have come upon Mr. Pickard of late, only to prove how strong the sympathy with him which exists in the society of teachers in Chicago, of which he is the guiding and animating center. He departed to the scene of mourning, the same day, on the afternoon train.

Mr. Pickard brought with him from Cincinnati some very creditable specimens of penmanship. There are special teachers of writing in that city. Chicago has fewer teachers of special branches than any other city of its size in the Union. We do not consider this fact a mark of backwardness. The true theory is that each teacher should be qualified to give proper instruction in *all the branches* that are to be taught in her room, and if necessary, let her qualify herself for her work by taking private lessons of those who are professors of the several branches. In Chicago, many teachers are in great need of learning to read. Our reading is unsatisfactory, and the reason therefor is that so many teachers are unable to read with force or expression. Some of our teachers, too, show a little unwillingness to learn how to teach drawing and music; but this *Bourbonism* is fast disappearing.

A scarcity of good teachers compelled the board to hold a special examination of experienced instructors this month. The number presenting themselves was not large. Some passed creditable examinations; but it is evident that there are not first-class teachers in the Union sufficient to carry on the schools in the manner which improved systems of instruction require that they should be carried on. The truth is that the country is too prosperous to leave many good teachers in the schools. Business and the professions offer greater inducements to young men than school commissioners are wont to hold out; and those prosperous young men are in the habit of offering greater in-

ducements to the sprightly, young women who are teachers, than school commissioners are likely to hold out to them in their official capacity. It would take four Normal schools like the one in Chicago, to supply the schools of Chicago alone with prime educators; and we doubt whether less than a minimum of \$1,000 a year would coax enough tip-top teachers from other cities to meet our present requirements. There are a great many people in the world willing to teach; but the ability to teach is another question. The graduates of our City Normal School are snapped up in September like the proverbial hot cakes, leaving us to look during the remainder of the year to the clerk of the weather at Washington to blow us an occasional good teacher from some quarter of the globe.

There is something radically wrong in the oral instruction given in our schools. In order that children may pass good examinations in oral, teachers have to train and drill them in this as in other branches, making oral teaching and oral-learning a task, instead of a pleasure. It seems as if the spirit of object-teaching were crushed out in enforcing the letter. Formal oral lessons are anything but oral in the original meaning of the term.

It is found profitable to teach little geography, and that orally, in classes below fourth reader. One text-book in geography and that in the hands of children pretty well advanced, will prove the wisest policy to pursue. Dropping the speller, too, below the fifth grade, has proved highly satisfactory. Phonics is better taught than ever before, because too much is not attempted. In all the branches teachers are beginning to discover that it is not always wisest to try to jump over the moon.

The payment of teachers takes place in the future on the first Saturday after the commencement of each school month, to give the board an opportunity to pass upon the teachers' pay-roll. The pay-roll for October amounted to over \$40,000.

Mr. Stone wants to send specimens of the drawing and penmanship of our public-school children to the fair at Vienna. It is a pity we cannot send our method of teaching German to Vienna also. We should like to tell those Europeans that anybody educated under a monarchy cannot preserve order in the schools of a republic.

The schools were not closed on the day of the presidential election! This accounts for the large majority which Grant received in Chicago, since the fierce Greeley school-masters were prevented from being at the polls to intimidate Grant voters.

So Greeley's gone up in a painted balloon,  
To say how d'y'e do, to the man in the moon.

MAINE.—The new building for the Eastern Normal School at Castine is rapidly approaching completion. It is 47 by 71 feet on the ground, with front projection 14 by 40 feet, and a rear projection 8 by 40 feet. The first story is 12 feet in height, with a hall 9 feet wide running through the building, and an entrance at each end. On this floor are four class-rooms, each 22 by 29 feet, two of which can be thrown into one by opening sliding doors, thus affording a large hall for the public exercises of the school and for lectures. The second story is 16½ feet high, and contains the main school-room, 44 by 68 feet, lighted by twelve large double windows, and having three large and well-lighted alcoves at the rear for the library and chemical and philosophical apparatus. The third story has space for three large recitation rooms, which will be finished when needed. The basement contains the steam-heating apparatus and space for chemical laboratory. The building will be occupied by the school next term, which commences Dec. 4. The building is surmounted by a cupola of novel design, 40 feet in height, the vane on which is 100 feet from the ground. There is a piazza on the side facing the river, and a balcony above, and on High-street front there is a portico over the entrance. Altogether, the building has a very fine appearance, and is a credit to the school and town.—*Four. of Ed.*

IOWA.—The *Jones County Teachers' Institute* held its session at Anamosa, October 21st to 25th inclusive. 111 teachers were enrolled; C. D. Mowry, of Anamosa, was Secretary. Mrs. M. A. McGonegal was conductor, assisted by C. D. Mowry, O. S. Cook, Judson Jones, and others. From the report, we judge that the session was both pleasant and profitable.

Teachers' Institutes will be held in Cerro Gordo County, at Mason City, November 4th; Hamilton County, at Webster City, November 4th; Dickinson County, at Spirit Lake, November 4th; Davis County, at Drakeville, November 11th; Humboldt County, at Springvale, November 11th; Mahaska County, at Oskaloosa, November 11th; Dallas County, at Adel, November 11th; Scott County, at Davenport, November 11th; Floyd County, at Charles City, November 11th; Marshall County, at Marshalltown, November 18th; Iowa County, at Marengo, November 18th; Black Hawk County, at Waterloo, November 18th; Webster County, at Fort Dodge, November 18th; Appanoose County, at Centerville, November 25th; Dubuque County, at Dubuque, November 25th; Page County, at Clarinda, November 25th; Warren County, at Indianola, December 2d; Wapello County, at Ottumwa, December 2d; Hardin County, at Ackley, December 16th; Pottawattamie County, at Council Bluffs, December 16th.—*School Journal*.

MASSACHUSETTS.—The Legislature in order to facilitate the further culture of its artisans, has passed a law by which the State is authorized to establish Schools of Design in every village. The State is compelled to maintain at least one of such schools in towns of ten-thousand inhabitants.

MICHIGAN.—The State Association will meet during holiday week, in Ann Arbor or Jackson, probably the latter. President Nichols writes that Profs. Estabrook, Strong, Briggs, and others, will read papers, and he also expects essays from the Hon. C. I. Walker, and Profs. Sill and Wellington, of Detroit. Other prominent teachers will open discussions. Presidents Angell and Abbott will occupy two evenings with addresses. After the closing address, by the latter, a banquet and a social will be given to the Association—by the citizens, as we understand. We hope to publish the programme in full in our December number. The above outlines give promise of rare excellence and permanent value; and we trust that large numbers of teachers and superintendents of the State will make arrangements to attend. Among other important business, it is to be determined whether the society will accept the invitation of the Ohio Teachers' Association, to meet with it at Put in Bay next summer.—*Teacher*.

For the benefit of some of the friends of the SCHOOLMASTER who have urged us to cease writing of denominational schools, we take the following from *Mich. Teacher* of November. Our opponents mean work. Is it the thing to do to adopt the "passive policy"?

"The readers of the *Teacher* are doubtless aware that the Hon. Chas. E. Stuart has ordered the Board of Education of Kalamazoo to discontinue their high school. This is not the first time that an attempt has been made in Michigan to strike from our public-school system the high-school grade.—For several years past, this part of our general system has received increasing attention, till now the Michigan high school has become a model of the kind, and the pride of our most flourishing cities and villages. The issue raised in Kalamazoo is therefore a topic of profound interest to the State at large; and, in common with all who are interested in the subject, we repeat with emphasis, 'Let us have the decision.' If our High Schools must be abandoned, the sooner the fact is known the more easily our system of free education can be reconstructed. The following is copied from the *Torch Light* (Kalamazoo) for October:

#### LET US HAVE THE DECISION.

"We have long been of the opinion that the establishing of a first-class academy or miniature college in every considerable village or city throughout the country, under the name of a high school, was a gross *injustice* to a large part of the population. We have believed that the time was not distant when tax-payers would grow restive under the heavy burdens imposed to support instruction in Latin, Greek, and the higher mathematics, by which not one pupil in a hundred is in the least benefited."

Let it be understood, at the outset, that the *Torch Light* is the organ of Kalamazoo College, devoted to its interests, and vigorously pressing its claims upon public attention."

CALIFORNIA.—*The Public Schools of California*.—From the nineteenth annual report of the San Francisco schools, including the report of Superintendent Widber and of Deputy Superintendent Swett, we glean the following items: There are fifty-two thousand children under fifteen years of age, of whom thirty two thousand are between five and fifteen years of age, and of whom twenty-five thousand attend school. The whole number of teachers employed is four-hundred and eighty, of whom sixteen are in high



schools, one hundred and twenty-eight in grammar schools, two hundred and ninety-five in primary schools, thirty-five in evening schools, and six teachers in music and drawing. The average number belonging to the schools is three-hundred and twenty in high schools; four-thousand in Grammar classes; fourteen-thousand in primary classes. Expenditures, six-hundred and sixty-eight thousand dollars. The annual cost per pupil is thirty-one dollars and thirty-nine cents; for tuition only, twenty-one dollars and twenty-six cents. At the beginning of the school year in August last, the board of education in Boston raised the salaries of the principals of grammar schools from three-thousand dollars to three-thousand two-hundred a year, and the salary of vice principals from twenty-four hundred dollars to twenty-six hundred dollars a year. San Francisco pays her principals only twenty-one hundred dollars, and vice principals only fifteen-hundred dollars. Penurious Boston and liberal San Francisco! The salary of Walter Smith, teacher of industrial drawing from the London art school, is six-thousand dollars a year. The salary of the principal of each of the five high schools in Boston is four-thousand five-hundred dollars; of the high school assistants, three thousand five-hundred dollars. Boston pays the highest public-school salaries in the United States, and has by far the best system of common schools of any city in the Union.

*State Normal School.*—The number of pupils in this school is only eighty-five, the smallest number in the school within the last six years. The building is now considerably larger than the school.—*Cal. Teacher.*

INDIANA.—Hon. M. B. Hopkins, the present incumbent, was chosen Superintendent of Public Instruction at the election in October. He was nominated by the democrats; and was the only successful candidate of that party, except their nominee for Governor. We have seen it stated that his success is due, at least in part, to the fact that he took no active part in the campaign, as his opponent did. We are glad if great activity in partisan politics is not considered a desirable qualification for this office in Indiana; we think it would be better if the office could be removed from the general partisan scramble. We incline to think, however, that his successful administration had much to do with his re-election.

Prof. Rush Emery, recently appointed to the Faculty of the Normal School at Terre Haute, died shortly after entering upon the duties of his chair. The vacancy has been filled by the appointment of Cyrus W. Hodgkin. Mr. Hodgkin is a graduate of the Illinois Normal University; and his many friends will not only feel gratified at his appointment, but will confidently look for honorable and successful service in his new position.

The State Teachers' Association meets at Logansport on the last day of the year. An excellent programme is promised.

The *Vigo County* institute, which was in session five days, commencing Oct. 7th, was one of more than ordinary merit. Wm. H. Wiley, Superintendent of Terre Haute Schools, had the management of affairs, and much of the success was owing to his fine executive ability. The corps of instructors and lecturers was of such merit as is rarely found at one institute.

The *State Journal* is a prompt live teachers' monthly, and deserves the name of every teacher in Indiana. We quote the following from *National Normal*:

The '*School Journal*' invariably has something good for the Ind. State Normal. We notice in the Educational Department the following spicy paragraph. Let it be distinctly understood that we are paid nothing for exhibiting it here: 'We have already one of the best Normal Schools in the entire country, and it is so pronounced by distinguished educators from other States. If a teacher wishes simply to be 'whitewashed,' or made to believe that he knows everything, when, in fact, he knows nothing as he ought to know it, we advise him to go to another Normal School that we can mention; but, if he wishes to become thoroughly grounded in foundation principles—if he wishes to become a *thorough scholar* and a *scientific teacher*, we earnestly recommend him to the Indiana State Normal School.' We happen to be connected with a Normal School which claims to do a good deal in a short time; but it has not reached that point of self confidence which will enable it to claim to make '*thorough scholars*' and '*scientific teachers*' in four years."

We congratulate Mr. Bell in having brought to light one thing that that famed institution is not enabled to do.

ILLINOIS.—The *McHenry County Teachers' Institute* held its session at Woodstock, October 15th to 18th inclusive. About 60 teachers were in attendance; most of the work was done by Prof. E. C. Hewett, of Normal; who also gave three evening lectures. O. S. Westcott interested the institute very much by his talks on Entomology. The evening meetings were well attended by the citizens. The SCHOOLMASTER was well remembered.

*Du Quoin*.—The Graded School commenced its Fall term Monday, Oct. 7th, with nearly 400 pupils present. About 150 more will probably be enrolled before Spring. Of the 730 persons in this city of suitable age to attend school, only 630 usually avail themselves of the privilege. Of this number about 550 attend the public school, and 80 the Catholic Private School. The sciences have been introduced in every department in the school, even to the Primary itself, and great efforts are being made to awaken an interest in the new branches among the people. Lectures twice a week to the entire school are given by the superintendent, and it is the intention, the coming winter, to invite gentlemen, from abroad, whose known ability will entitle them to good audiences.

*Springfield*.—We never were more satisfied of the truth of the saying that "the noisy ones are seldom the best" than by a recent visit to Springfield high-school. Never having heard it loudly praised, the pleasure was the greater. The school was not in session; it was not necessary, to satisfy one of its excellence. When we saw the well arranged building—that in which the Association will hold its coming meeting—the comfortable furniture, the hall in the upper story large enough for an audience of eight-hundred, and convenient for every appropriate use,—exhibitions, lectures or concerts,—well lighted and warmed, and more than all, the handy and full library of reference as well as other works, side by side with quite an extensive museum, we knew that some one must have been at the helm, in conducting school affairs, that knew something of school-economy. We are prepared to say that a fair estimate of Mr. A. M. Brooks' work in Springfield cannot well be made without a visit to the high-school.

*Springfield Teachers' Institute*.—The Institute held its regular monthly meeting on the 9th inst. Forty two teachers were present. After the minutes were read by the Sec., Prof. J. C. Chamberlain, the Supt., Mr. J. C. Bennett, brought up the question of Geography and Reading, and opinions were given by several members on the best methods of teaching these branches. It was decided that map drawing should be made more prominent. The next exercise was a lesson in Penmanship, by Mr. C. F. Willcutt. The capital letters B, P, and R, were taken up and carefully discussed. Three words containing these letters will be written during the coming month by all the pupils in the ward schools who pursue this study. Mr. Willcutt advised that two weeks should be given, if necessary, to the letter "B," the blackboard being constantly used in instruction. Drawing was next discussed, and this branch is to be introduced immediately. The great success of the teachers in Penmanship, gives full assurance that their efforts in this direction will be entirely satisfactory. Rev. Perry Bennett closed the exercises by a lecture on the destiny of Man, as affected by the world of nature, by the arguments of Philosophy, and finally, by Revelation. The Institute then adjourned to meet on the second Saturday of December.

*Galesburg*.—J. B. Roberts, the efficient superintendent of schools, has already opened his evening schools. Mr. Roberts has been authority in this special part of the work, for the past few years. Appended we present his concise statement to his public:

The evening school is designed for the benefit of young men and women over fourteen years of age, whose circumstances prevent their attendance upon the day school. All under the age of fourteen should attend day school, and will not be received in the evening school, except in extraordinary cases. All who become members of the evening school, do so with the distinct understanding that no person will be allowed to continue in attendance who does not, by prompt attendance and orderly behavior, manifest a desire to make the best possible use of the opportunities afforded. School will be held on Monday, Wednesday and Friday evenings of each week, commencing at 7¼ o'clock, and closing at 9¼; the doors of the building will be opened at

7 o'clock. Members of the school will be expected to be in their seats at the opening hour, if possible, without unreasonable effort. They will be expected, also, to be quiet and mutually respectful in their behavior, at all times while within the school premises. They are especially cautioned against meddling with the books and the property of the pupils who occupy the rooms during the day. They are also requested to carefully clean their feet before entering the building, and to refrain from soiling the floor or seats in any way. All eating of nuts or apples or anything else, will be strictly forbidden within the school building. Members of the school will be allowed to choose their own studies so far as may be consistent with an efficient and economical employment of the teaching force. Pupils will be required to furnish their own books, slates, &c., though uniformity of text-books will not be insisted upon. Members of the school are particularly requested not to withdraw from the school, nor to remain absent any considerable length of time, without giving previous notice of their intention to do so, as a record of attendance is to be kept by each teacher.

J. B. ROBERTS,  
Sup't of Public Schools.

The *Wayne County Teachers' Institute* met at Fairfield, October 28th to Nov. 1st inclusive. About 50 teachers were present. Prof. Hewett was with them two days and lectured two evenings. We learn that Supt. Vernon has done much to elevate the schools of his county.

*McLean County*.—On Thursday, the 14th inst., the fifth-ward school house narrowly escaped destruction by fire. It originated near the furnace, some careless workman having left some of the floor timbers exposed. Great credit is due the principal. Having discovered the fire, she succeeded in dismissing the entire school, in an orderly and quiet manner. But very few knew why the session was so summarily closed. The arrangement of the building is such, that had a fright and consequent panic occurred, serious accidents must have happened. The presence of mind displayed by the teacher at such a time is worthy of the highest commendation. The damage to the building was slight.

*Ford County*.—Institute met at Paxton, September 30th. President, W. L. Comrow, Vice President, Miss C. V. Huston; Secretary, T. B. Strauss. The members visited the public school at Paxton, which they complimented, and listened to a lecture from Dr. Gregory in addition to the regular work. The attendance was not large but the meeting was earnest.

*Stephenson County*.—The County Teachers' Association held its session this year at Freeport, from Oct. 22d to Oct. 25th inclusive. A constitution was adopted and an organization effected at this meeting, with the following officers for the year: I. F. Kleckner, President, *ex officio*; C. C. Snyder, Vice Pres.; J. H. Parr, Sec.; Thomas Smith, Ass't Sec.; Miss Lizzie McKibben, Treas. One-hundred and thirty teachers were present. The following resolutions were adopted by the Association:

WHEREAS, Believing that much has been, and ever will be accomplished by earnest, persevering effort, therefore

*Resolved*, That we recognize these annual gatherings of the teachers and friends of education, of Stephenson County, as one of the best means of gaining needed information in the art and science of teaching.

*Resolved*, That the Common-School Law, as developed in our State, will tend in a very great degree to give a good, solid education to the masses of the rising generation.

*Resolved*, That we believe the office of County Superintendent to be one of great value, in its tendency to elevate and maintain a high standard in our profession, and that the present efficient incumbent is the *right man in the right place*.

*Resolved*, That we tender to our Superintendent, I. F. Kleckner, Esq., our hearty thanks for his efforts in securing the services of Dr. Sewall, Dr. Edwards, Profs. Metcalf and Snyder, Miss Hawkins, Mrs. Kleckner, and others, as our instructors, who, by their efforts, have made our Institute a perfect success.

*Resolved*, That the Board of Supervisors in appropriating \$100 toward defraying the expenses of this session of our Institute, deserve, and have the hearty thanks of this Association.

*Macon County.*—The following is from the report of O. F. McKim, County Superintendent: Number of persons under 21, 13,716; number of school districts, 112; number of free schools sustained during the year at an average of 7.2 months each, 120; number male teachers, 105; number female teachers, 96. After a financial statement McKim says: "Computation on the above figures show that outside of Decatur the male teachers have received an average of \$2.28 per day, and female teachers \$1.20 per day. During the year from Aug. 1st, 1871, to July 31, 1872, there were examined, males, 164, females, 123; total, 287.—Male applicants rejected, 46, females, 41; total rejected, 87. Certificates were issued as follows:

First grade to gentlemen,.....	17
"    "    "    ladies,.....	11
Total first grade,.....	28
Second grade to gentlemen,.....	101
"    "    "    ladies,.....	71
Total second grade,.....	172
Whole number certificates issued,.....	200

*Knox County.*—Teachers' Institute convened in Galesburg, on the 22d of October and continued in session four days. The following persons conducted exercises: Prof. Hewett, of Normal; Philosophy, Geography, Phonics, Reading, School Government, and Theory and Practice of Teaching; Prof. Westcott, of Chicago; Zoology and Arithmetic; Prof. Hurd, of Knox College; Physiology; Prof. Thomson, of Abingdon, Grammar; Prof. Jordon, of Lombard, Botany; Mr. Stickney, Orthography; and Supt. Christianer, Music and Primary-School Programme. Discussion of the subjects presented was offered by Messrs. Roberts, Swafford, Welch, Bloomer and Lucy. There were present 150 teachers, who were prompt in attendance and careful in attention. The matter presented by the instructors was very excellent, interesting and practical. Resolutions of thanks to the citizens of Galesburg, the lecturers, and the superintendent, Mr. Christianer, were adopted. The entire session was one of much profit. The energy and progress of the Knox County Institutes and schools, are due, in great measure, to the efforts of the present county superintendent, and it is earnestly hoped that he may continue in his present office for years to come.

The following circular is addressed to Principals of Public Schools in the State of Illinois:

The recent introduction of the natural sciences into our common-school course of study has developed a general demand for specimens in Natural History, which I am trying to supply. It is designed to furnish, in time, to every school in the State which will use and properly care for it, a small collection so selected as to illustrate in the best possible manner, the branches required to be taught. The time and resources at my command are quite insufficient for this; and, as it is a work undertaken solely for the benefit of the public schools, I make this call upon their officers and members for aid.

The schools will encounter great difficulties in attempting to form good cabinets unaided, each for itself. Among others will be that of getting specimens correctly named, and that of securing in a single circumscribed locality, a sufficient variety to fully cover the whole field of study. It will be an easy matter, however, for the teachers and pupils of the State to collect and send to this Museum, in one or two seasons, a sufficient number and variety of specimens to liberally supply all our schools; and these I will undertake to name, select, arrange and re-distribute in such a manner as to give to each school participating in the work, the benefit of a judicious selection from the whole number sent by all.

Good specimens in all branches of Natural History will be acceptable, and directions for preparing and shipping them will be sent upon application.

May I ask you to bring this proposal to the attention of the teachers and schools of your county, and to give it publicity generally? Yours, very respectfully,

S. A. FORBES, Normal, Ill.

## ILLINOIS NORMAL.

The Catalogue for the last school year is but just issued; the delay was due to some unforeseen circumstances. The grand total of students in the University is 777; which is 58 more than the year before. The increase has been chiefly in the Model Department. Pres. Edwards's Centennial Address, given on the last Commencement Day, is also published in a neat pamphlet; it is of great value to the friends of the Institution, as it gives quite full statistics for the past ten years. The attendance in the schools has been quite seriously interfered with the present term, by prevalent sickness; many have been obliged to leave. The students who have been able to study have made good progress. The new Curator, Mr. S. A. Forbes, is doing good work in the Museum. A brief course of three weeks in each of the Natural Sciences required by the new law, has been taken by about 100 students, with good results. The heating and ventilating apparatus is no better than it has been. The annual contest meeting of the two societies will occur on the evening of Dec. 11th. The question for discussion is "Compulsory Attendance at Common Schools;" the disputants are Messrs. Templeton and Tait, Roberts and Kimbrough. The editresses are Misses Ellen Edwards and E. V. Stewart, A. H. Kellogg and Mary Hawley; Orators, Messrs. Lockwood and J. W. Smith. The village of Normal can be seen, since the shade trees have cast their leaves; there has not been much change in the appearance of the town during the year, as but few houses have been erected. The ruins of the hotel remain much as the fire left them; there are, however, two small hotels in the village. A new junction depot has been built, larger than the one that was burnt. Messrs. Coleman & Squiers are rebuilding the Otis mill; they are also erecting an elevator beside the switch of the I. C. Railroad.

Old Major's Hall, the cradle of Illinois Normal, is no more. It well withstood the rash attempt of those old students who conspired against it in the days of the gunpowder plot; but, on the night of the 18th of Nov., fire sent it the way of Chicago and Boston. The students of 1857 and 58 spent two and three years in the old hall. Here Gastman and Gove, Norton and Noyes, Hull and Howell, with scores of others, made their *debut* in Normal life. Those were brave old times. What changes! Some lie beneath southern soil, some are buried in the home churchyard. Two are now hunting buffalo in the far West, while Illinois is dotted with school houses, presided over by the students of old Major's Hall. Hovey and Moore opened here, then Hewett and Potter came on the stage. The writer remembers with what envy the girls gazed at the little foot of the little man as he propounded his first question to his first class. This is a fruitful subject; there were good writers in those days. Let some one of them who reads these lines, take the opportunity to send the SCHOOLMASTER an old fashioned composition, and it shall be published. There were poets in those days. O! for one song from the "Sage of Ogle."

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**BOOK TABLE.**

*No notices are ever inserted in this department, for which a price is paid. The BOOK TABLE of the SCHOOLMASTER is entirely independent of outside influence. Books are discussed upon what appears to the reviewer to be their intrinsic merits. The primary object of our book notices is to give to our readers the benefit of the opinion of the SCHOOLMASTER. All books sent to us are thankfully accepted; we are desirous of receiving all new works. The reviews may not always be just, but they certainly will come from the pens of fair dealing and unprejudiced authors, that write only for the benefit of others, and never for pecuniary reward.*

*Book of Problems in Arithmetic with Key.* By GEO. A. WALTON and FRANCIS COGSWELL: BREWER & TILESTON, Boston.

This is a small book of 144 pp., but it is truly *multum in parvo*. By an ingenious arrangement, the book furnishes in its small compass more than twelve thousand exam-

ples, ranging from operations in writing and adding simple numbers, with the usual intervening rules, through Percentage. The book will be very useful for any teacher to give exercises from, in connection with any other arithmetic; or the books may be put into the hands of a class, if the teacher desires only to furnish his pupils with examples.

*Fetter's New Practical Arithmetic*, prepared by SELIM H. PEABODY, A. M. SCRIBNER, ARMSTRONG & CO., NEW YORK.

This book contains 347 pp. Retail price, one dollar. It is a pleasure to observe that our arithmetics are gradually approaching a true presentation of the subject, — a presentation that leads the pupil to correct principles, and teaches him how to apply them so as to make his own rules, instead of blindly following a rule made by another. Prof. Peabody has taken a long step in the right direction, in the book before us. We find very many things to commend; generally, the definitions are correct, principles are well stated, the pupil is thrown much on his own resources, and he is constantly taught to analyze and reason before working. The reviews are well kept up, and are aided by numerous judicious questions. There is a great number of miscellaneous examples; and, at present, they are unaccompanied with answers. They ought to remain so. Passing to particulars, we like the placing of United States money with simple numbers; we like the method of explaining subtraction, and the exercises with arithmetical complements. We are glad to see the principles of multiplication and division so well stated; and the methods of contraction are good and very useful. We commend the suggestions about adding fractions, on page 67. We are glad to see that the author does not ignore Repeating Decimals. The important principle that every quantity must be measured by a unit of its own kind, is given more prominence than we have seen before. We like his explanations of Reduction, and his introduction of Ratio, by a *comparison of numbers*, on page 142. We commend the omission of all illustration by surfaces and blocks, in treating of the Roots. But we find some things that we do not like, and a few that we severely condemn. The pupil is told to *multiply by a figure, divide by a figure, &c.* When shall we have done with such nonsense? On page 5 we are told that "a digit in any place has a value ten-fold larger than that of the same digit one place to the right;" this is not true. But the statement following, that a figure is "decreased ten-fold" by removing it one place to the right, is still worse. We are at a loss to put any rational meaning into it. The Principles of Numbers, on page 36, need proof. The author gives the old absurd process of finding Least Common Multiple; and he treats of the reduction of fractions to lowest terms with similar looseness. We do not approve of the method of explaining multiplication and division of Fractions. The statement on page 200, that "Rate per cent. is the sum paid for the use of one dollar for one year," is not true; and, as Mr. Peabody sticks to a principle once enunciated very closely, this bad statement vitiates much of his work in Percentage. We like the introduction of Mensuration, and the treatment is very neat; but we imagine that the author has gone farther than most of our pupils, in the best schools, can follow him. We have endeavored to point out very plainly what we deem to be errors; but, nevertheless, we regard this as one of the very best arithmetics that we have seen.

*The Illustrative Practical Arithmetic*, by a Natural method, with Dictation Exercises. For Common Schools, High Schools, Normal Schools and Academies. By GEO. A. WALTON, A. M., and ELENA N. L. WALTON, authors of "Written Arithmetic," "Intellectual Arithmetic," "Pictorial Primary Arithmetic," etc. Boston: BREWER & TILESTON.

Many text-books, as is doubtless well known, are merely compilations. Indeed, it would not be difficult to name half a dozen popular Arithmetics whose plan, arrangement, and mode of presenting themes are so similar as to offer no excuse for the publication of any save the first, beyond the right of each author to enter the market after another, and present equally good wares. In these echoing issues, we take little interest. The "Illustrative Practical Arithmetic," on the contrary, is unique in plan, and original and suggestive, beyond most, in its definitions, forms, and methods. One-fifth is a Fraction; two-fifths, a Fractional Number. Seven 6's, not 7 times 6, are forty-two. Perhaps the fullness of illustrations, and the deftness with which they are handled constitute the

most remarkable feature of the book. Not only is a Rule rarely or never given before the pupil has been prepared for it by observing the analysis of an "illustrative example," but each definition, too, has its forerunner. We commend the omission of certain needless forms, and (for the mass of children) the absence of methods but little used among business men. The treatment of the Metric System is admirable. We wish there might be given to the presentation of that article, or its equivalent, one-half the school-hours now devoted to tables in Reduction, to Duodecimals, or even to Alligation. In this book, many problems appear without answers, especially within the first half of the work. The absence of nine-tenths of those remaining would heighten its value. The evil of their presence is lessened, however, by the *Dictation Exercises* contained in the *Key and Manual*. These exercises consist mainly of the examples given in the Arithmetic, so modified as to require quite different answers from those appended to the problems. If the Waltons' many Rules—not more numerous than in other text-books of Written Arithmetic—could be withdrawn, we are confident that the sterling analyses presented, which are the life and logic of the science, would reach minds that are now blind to all but the beaten track. "For Normal and High Schools," where maturer minds are to be instructed, we should be less timid than the Waltons in respect to offering two or more processes for a particular operation. The "Topical Reviews" will be found helpful to both teacher and pupil. M.

*Colton's Geographies*: SHELDON & Co., New York.

We noticed these books several months since; and our reason for speaking of them again, is to notice a new feature in the last edition of the *Common School*. Nine reference maps of the United States, in sections; two large railroad maps; several pages of exercises on railroad routes, and some statistical tables, have been added. The reference maps, so far as we have examined them, are accurate and quite full; they are a valuable addition. The railroad maps do not profess to give all the roads, but show the great connecting routes very clearly. These maps, together with the numerous exercises on them, constitute a highly commendable feature that we have not before seen in any text-book,—although we have been in the habit of doing this work with our classes in Geography for many years. We have observed a few mistakes, but generally the maps are accurate; and they are clear and handsome.

The *Fourth Reader*, by LEWIS B. MONROE, Professor of Vocal Culture and Elocution, in the Mass. Institute of Technology. COWPERTHWAIT & Co., Philadelphia, 1872.

This is the third book of the series in making its appearance, the Fifth and Sixth having been previously noticed in these pages. There is no letting down in excellence, and should the remainder of the books equal those now in the hands of the public, the series will have few, if any, superiors. We quote from the preface: "Whatever other office a reading book should serve in a school room, we believe all are agreed that one of its main purposes is to teach articulation and pronunciation—the utterance of language." Again: "A guide is given for the formation of every vowel and consonant, by figures and diagrams illustrating the position of the organs of speech required for each." In this peculiarity the book is certainly unique. Whether they are of more interest to the curious than of practical utility to the teacher remains to be tested. Following the diagrams are several pages of consonant combinations, well adapted to drill in articulation. In the body of the book are one hundred and fourteen selections, every other one of which is poetry. These selections strike us as being unusually good, containing much valuable information given in a most agreeable manner, and from their style being largely conversational, eminently fitted to secure naturalness of expression. Attention is called to the meaning of words and numerous exercises are given in which the pupil is expected to substitute words of his own for those of the text. The mechanical work is good, the pages having a bright clear look, peculiarly pleasing. The series thus far must be pronounced a fine success and we expect to see it receive a cordial reception at the hands of the teaching fraternity the country over.

*A Manual of American Literature*, by N. K. ROYSE. Philadelphia: COWPERTHWAIT & Co. 1872. 360 pp.

The plan of this work is new. We like it. It has been arranged by one who evidently worked with a definite end in view. How does a modern text-book prepared by

a *bona fide* teacher of boys and girls, differ from one written or compiled by a theorist! The book before us is designed for schools of advanced grades. It would be a valuable book in the intermediate and grammar school, for reference. Whenever pupils are able to read in a book in which the authors of extracts are named, they should look up the authors. This little book would help. But it is for the purpose for which it was written it is most to be valued. Not only a history of the lives of our best American authors, but well-selected extracts are given, sufficient in quantity to give the student an idea of the peculiarities of style. Mr. Royse believes that the study of American Literature should precede that of English Literature, hence this book. It is not likely that all will agree with the estimates of authors as given. For instance: we should hardly care to have our class learn the opinion expressed of the literary merit of H. B. Stowe, unless they also remember that it was said by James Parton. As one looks through the book, he is sorry to find some favorite author omitted, and yet the wonder on the whole is, at the amount that is there. As a volume for selections for reading or declamation, it answers every purpose of a "Speaker," only it is better than the Speakers of the time. The publishers' work, as might be supposed, is first-class.

#### BOOKS RECEIVED.

*The Etymological Reader.* EPES SARGENT and AMASA MAY. Philadelphia: E. H. BUTLER & COMPANY.

*Addresses and Proceedings of the National Educational Association.* 1871.

(If the time that has been used in publishing these proceedings is a criterion for judging, the volume must be ripe and good.)

*Latin Lessons.* R. F. LEIGHTON. Boston: GINN BROTHERS. 1872.

*Report of the Public Schools of Little Rock, Arkansas.* 1872.

*Report of Chicago Public Schools.* 1872.

*Training Lessons in the Elements of English Grammar.* ALFRED HOLBROOK. Cincinnati: J. HOLBROOK & CO. 1872.

*Latin Grammar.* JOSEPH H. ALLIN and JAMES B. GREENOUGH. Boston: GINN BROS. 1872.

*Exercises in Greek Prose Composition.* Part I, ELISHA JONES. Part II, JAMES R. BOISE. Chicago: S. C. GRIGGS & CO. 1872.

*First Book on Analytical Anatomy, Physiology and Hygiene.* CALVIN CUTLER, A. M., M. D. Philadelphia: J. B. LIPPINCOTT & CO. 1872.

### **PUBLISHERS' DEPARTMENT.**

We have received the 106th number of the *Musical World*, published by S. BRAINARD'S SONS, Cleveland, Ohio. This publication is a large quarto filled with interesting and profitable reading matter adapted to all persons who have anything to do with music. Every number contains several pages of new and excellent music. *Price, One Dollar per year,—address, as above.*

ELEMENTS OF THE NATURAL SCIENCE — As Section 56 of the new school law of Illinois requires teachers to be qualified to teach the natural sciences, we are glad that the Publishers have not been behind preparing suitable books on these new subjects for our common schools. One of the most successful attempts of this kind is the *Elements of Natural Philosophy*, or "Hotze's First Lessons in Physics." This useful text book has met with a wonderful success, three editions having been sold in less than four months after its first appearance, without the aid of the usual agency work. This book is designed to carry out such work as the new law requires, and it should be examined by every teacher and school officer. Any teacher sending forty cents to prepay postage will receive a copy *gratis*. Address, Hendricks, Chittenden & Co., St. Louis, Mo.



# ART EDUCATION, SCHOLASTIC AND INDUSTRIAL.

By **WALTER SMITH,**

*Art Master, London; late Head Master of the Leeds School of Art and Science and Training School for Art Teachers; now Professor of Art Education in the City of Boston Normal School of Art, and State Director of Art Education, Mass.*

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The book is illustrated with plans, sections, and elevations of Schools of Art and Art Institutions of America and England; original designs for schools; sketches of fitting, modes of lighting and seating class-rooms for Art Study, etc.; together with illustrations of choice specimens of antique house-furniture, glassware, porcelain, and colored plates of tiled floors and wood purquetry, a diagram of color, etc.

The volume has also several Appendixes, containing lists of examples for Art Study, their cost, and where they may be obtained, examples of examination-papers for various grades of Art Study, Programmes of several European Schools of Art, Methods of Study, etc.

The foregoing incomplete statements of the contents of this book, indicates its thorough and comprehensive character, and its admirable fitness to deepen and direct the popular interests already existing in Art and Art Study. The high reputation of the author as an Art Master, who has planned and furnished many Schools of Art, is a sufficient guaranty of the scientific accuracy and the practical usefulness of the work.

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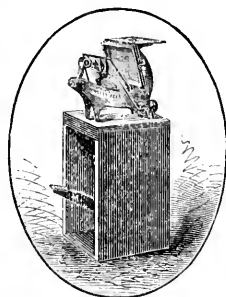
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**Collins & Brother, Publishers,**

**No. 370 BROADWAY, NEW YORK.**

# THE CHICAGO SCHOOLMASTER. —1873.—

In issuing this Prospectus for Volume VI, the Publishers desire to call attention to a few important facts. The general scope and character of this magazine will remain as heretofore. Nearly all the reading matter will be original; selections, when used, will be of the highest character; and both original matter and selections will be chosen with reference to the needs of those who are actually engaged in teaching. We intend in every number to present matter that shall be helpful in the actual work of the school-room,—helpful in organizing, arranging, governing and instructing. Besides this, we shall present articles that aim to awaken thought, broaden culture, and enlarge the reader's knowledge of science and literature. Our writers are among the most intelligent and progressive of the teachers of our own, and of other States. The "Schoolmaster" is owned and controlled by the publishers alone, and it will be the tool or the mouth-piece of no clique nor sect—"it is not an organ." Our editorials will continue to be independent, and incisive; but, we trust, we shall always be fair and courteous.

We shall continue to give especial prominence to the educational affairs of the city of Chicago, and of the Illinois State Normal University; otherwise, we desire to meet the wants of other parts of the North-West, quite as much as of Illinois. One of our most prominent objects is to help our readers to a just estimate of text-books and other literature. To this end, we shall continue to make notices and reviews of books and periodicals of a prominent feature. These will, in all cases, be written by competent and disinterested persons, after a careful examination. We may make mistakes, but our readers may depend upon it, that our notices are honestly written,

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We hope to keep our advertising pages filled with information that shall be profitable, not only to us and our advertising patrons, but to all who are interested in books and other appliances necessary to educators and the work of education. We point with pride to our advertising pages in the past, and we promise that, in the future, they shall not be at the service of quacks or humbugs.

We are much encouraged by our past success; and we shall enter upon the new year with high hopes of doing still better things for our readers and for ourselves. The magazine will continue at the remarkably low price of

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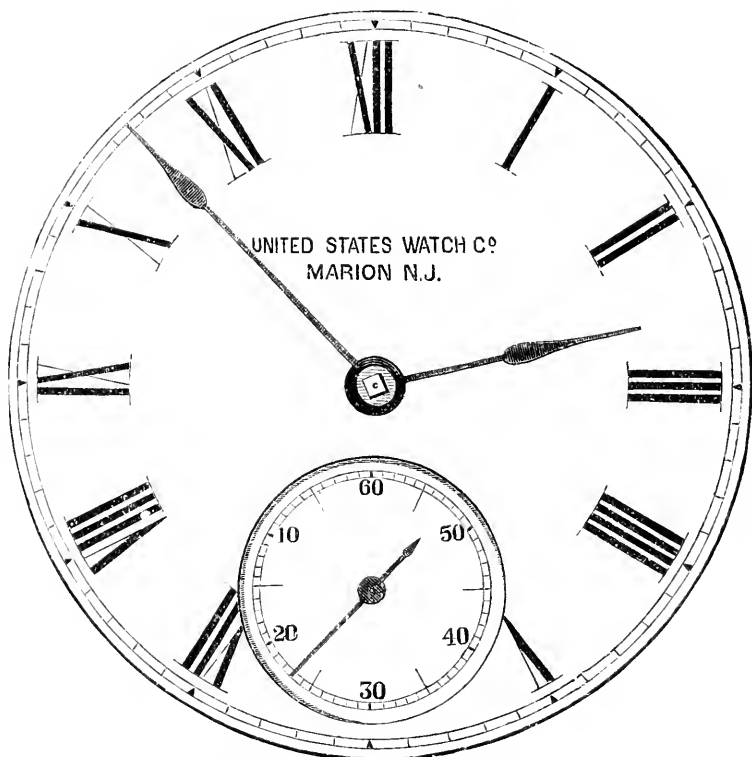
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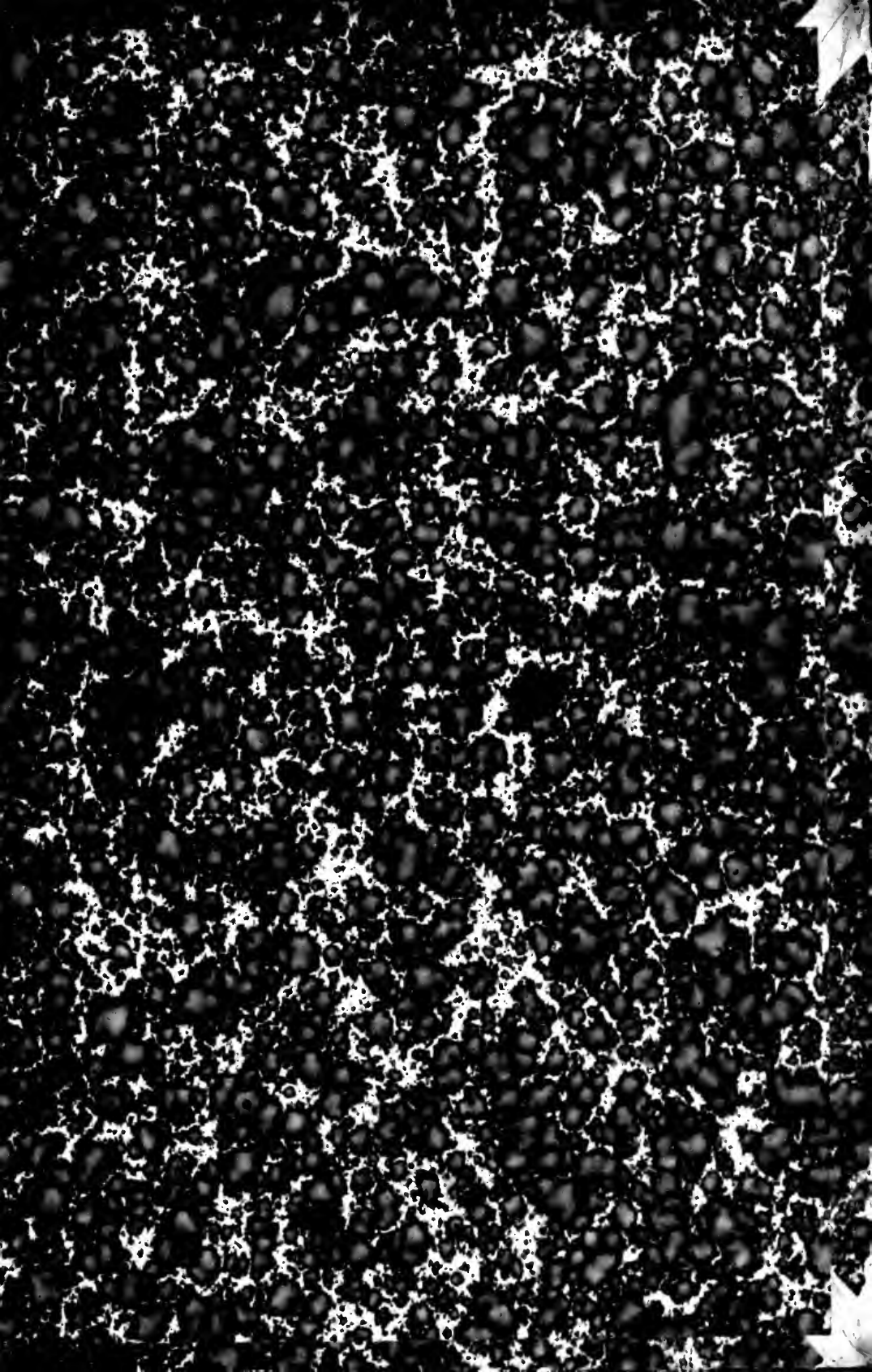
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